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ABSTRACT

The report evaluates the Texas Education Service Center bilingual program provided in Region I during 1970-71. The 3-year program, for Mexican American students having little or no knowledge of the English language, was designed to enroll students at the kindergarten level and carry them through grade 2. Program components included a kindergarten course designed to teach Spanish-speaking students to read Spanish, a 2-year sequence of oral English instruction (kindergarten and grade 1) coupled with a 2-year experimental English reading program (grades 1 and 2), and a 2-year program in English and Spanish designed to teach 1st and 2nd graders about their families, culture, and school. The program, serving 1,210 students from 5 public and 2 parochial schools, had as its specific objectives (1) to field-test and revise the first-year Spanish reading program, (2) to field-test and revise the English as a second language program, (3) to develop and pilot-test a first-year transitional English reading program, and (4) to develop and pilot-test a first-year social education program. In the report, each major objective is examined in terms of its specific objectives, the students, evaluation measures, and results of student testing. Conclusions and recommendations are provided for each objective. Included are 26 tables and 2 figures. (MJB)

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REGION ONE BILINGUAL EDUCATION PROJECT

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1970-1971 FINAL EVALUATION REPORT

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1970-71 FINAL EVALUATION REPORT

A. R. Ramirez

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1970-71 FINAL EVALUATION REPORT

I. EDUCATIONAL CONTEXT

The Locale

The Texas Education Agency has divided the State of Texas into twenty geographic regions and has created an intermediate educational agency called an Education Service Center in each region. The Education Service Centers are designed to provide educational services which the school districts, because of limited resources, are unable to provide for themselves. The Region One Education Service Center is located in Edinburg, Texas and serves 45 school districts in seven counties in southern Texas (Webb, Zapata, Jim Hogg, Starr, Hidalgo, Willacy, and Cameron Counties). This area includes four cities of 25,000 or more (Laredo, McAllen, Harlingen, and Brownsville) and ten cities of 10,000 or more. Data from the 1960 Census indicates that persons of Spanish surname comprise 78% of the total 1960 population of the seven counties.[1] Average family income of persons of Spanish surname in 1960 ranged from a low of $1,395 in Zapata County to a high of $2,425 in Webb County.[2] The primary industry of the area is agriculture and related businesses (packing, canning, shipping, etc.).

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[1]U.S. Bureau of the Census. U.S. Census of Population: 1960, Subject Reports, Persons of Spanish Surname (Final Report PC (2)-1B; Washington: Government Printing Office, 1963).

[2]Harley L. Browning and S. Dale McLemore, A Statistical Profile of the Spanish-Surname Population of Texas, (Bureau of Business Research; The University of Texas, 1964), pp. 69-79.

Needs Assessment

Statistical data presented by the Governor's Committee on Public School Education (1969) indicate that 55% of the Spanish surname students in the State of Texas now drop out of school prior to graduation.[3] In contrast, 29% of the Anglo students drop out of school before graduation. Statewide projections indicate that by 1974-75 the percentages of dropouts will be 50% for Spanish surname students and 24% for Anglo students.

Data for the seven counties in Region One reveals that in 1967-68 there were 17,475 children in grade one, 9,498 in grade nine, and 5,374 in grade twelve. Since the school population has been relatively stable within the region for the past decade, this would indicate that approximately 55% of the pupils who start school in these counties graduate from junior high school and only 30% graduate from high school. In addition, a 1966 elementary school survey of approximately 70% of the elementary school students within Region One indicated that 29% of the students were one year overage in grade and another 17% were two or more years overage in grade.[4] Similarly, 33% of the students were one year behind grade level in reading skills and an additional 14% were two or more years behind. According to experienced educators in the Region, the major academic cause of the low achievement levels and high dropouts rates of Spanish surname students are: (1) their initial lack of the English language skills upon which the school curriculum is based, (2) the compounding of this disadvantage as they progress through the textbook oriented classrooms of elementary school, and (3) their associated lack of

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[3]Report of the Governor's Committee on Public School Education: The Challenge and the Change, Research Report, Volume I, (Austin, Texas, 1969), p.39.

[4]A. R. Ramirez, Lower Rio Grande Valley Elementary School Survey, unpublished report, (Edinburg, Texas: Region One Education Service Center, 1966).

understanding of academically related concepts corresponding to the low socio-economic living conditions of their families. Consequently, these students need a school program which will capitalize on their knowledge of Spanish and at the same time assist them in learning English.

The Schools

The 45 school districts served by Region One Education Service Center range from 16,000 ADA to 17 ADA.[5] Only three districts (Brownsville, McAllen, and Laredo) have ADA of greater than 10,000. In contrast, twenty-one districts have an average ADA of less than 1,000. A 1966 survey of 32 school districts witnin Region One indicated that 84% of the elementary school children had Spanish surnames (a 1969 survey by the Texas Education Agency substantiated these figures).[6,7] The survey indicated that 72% of the Spanish surname students could speak little or no English at age 6.

A minimum foundation pre-school program was instituted by the State of Texas in 1970-71 for non-English speaking students and students between 5 years 5 months and 6 years of age and an income below $3,000. This pre-school program will be extended to include all children 5 years old and older by the 1977-78 school year. The implementation of this program has presented the school districts in Region One with serious staffing problems because few of tne teachers are certified for kindergarten teaching.

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[5]Texas Education Agency, Public School Directory, (Austin: Texas Education Agency, 1970).

[6]Ramirez, op. cit.

[7]Texas Education Agency, Fall Survey, 1969, unpublished report of statistical data, (Austin: Texas Education Agency, 1969).

II. SCOPE OF THE PROGRAM

The language difficulties and low achievement levels of many Mexican-American students in Region One (as noted in the needs assessment) formed the basis for establishing the Region One Bilingual Project. This program, a three-year program for Mexican-American children with little or no knowledge of English, is designed to enroll students at the kindergarten level and carry them through second grade. The Region One Bilingual Project consists of three components:

1. Spanish Reading. This course is designed to teach first year (kindergarten) Spanish-speaking students to read in Spanish.
2. English As A Second Language. This component consists of a two-year sequence of oral English instruction (kindergarten and first grade) and a two-year English Reading Program (first and second grade). The first year of the English Reading Program was developed during the 1970-71 school year; the second year program is scheduled for development during the 1971-72 school year.
3. Social Education. This component consists of a two-year program in both English and Spanish designed to teach first and second grade students concepts about themselves, their family and culture, and the school. The first-year program was developed during the 1970-71 school year; the second year program is scheduled for development during the 1971-72 school year.

The Region One Bilingual Project enrolled 1,210 students in kindergarten, first, and second grade from five public schools and two parochial schools. All participating schools (with the exception of one parochial school classroom) were from communities within 20 miles of the Region One Education Service Center.

All students in the project were selected by the schools because they had little or no knowledge of the English language.

Program Objectives for 1970-71

1. To field test and revise the first-year Spanish Reading Program.
2. To field test and revise the English As A Second Language Level I and Level II Programs.
3. To develop and pilot test the first-year Transitional English Reading Program.
4. To develop and pilot test the first-year Social Education Program.

Historical Background of the Region One Bilingual Project

The three components of the Region One Bilingual Project are based on materials previously developed by other projects. However, substantial modifications of the original materials have been made in order to construct a unified program.

Tne Spanish Reading Program was adapted using materials and personnel from the Milleret Kindergarten in Mexico City. Since the 1969-70 school year was the first year of operation for this program within the Region One Bilingual Project, the major emphasis was materials development and limited pilot testing. During the 1970-71 school year, materials were revised and field tested in 35 kindergarten and first grade classrooms.

The materials used in the English As A Second Language (ESL) Program are an expanded version of the H-200 sequential language pattern materials developed at UCLA from 1965-68 under funding from the United States Office of Education. The ESL component was in its third year of operation during 1969-70 (this component was operated as a ESEA Title III project during its first year of operation). Level I materials were extensively field-tested while Level II materials received limited field testing during 1969-70. Field testing of both the Level I and Level II Programs has been continued during the 1970-71 school year.

The materials comprising the first year of the Transitional English Reading Program have been developed primarily by the Bilingual Project staff using Englisn vocabulary presented in the ESL Level I Program. The program was in tne planning stage during 1969-70. The materials were developed and pilot tested in 20 first-grade and second-grade classrooms during the second semester of 1970-71.

The Social Education Program is a modified sequence of English language materials developed by the Southwest Educational Development Laboratory and Spanish language materials developed by the Bilingual Project staff. This component was in the planning stage during 1969-70. Materials development and pilot testing were conducted in 20 first-grade and second-grade classrooms during 1970-71.

Personnel

Personnel participating in the Region One Bilingual Project included 17 staff members and 43 classroom teachers.

Classroom Teachers. Forty-three kindergarten, first, and second grade teachers in five public schools and three parochial schools participated in the project during 1970-71. Thirty-five of the teachers had a bachelors degree, two had a bachelors degree plus fifteen hours, two had masters degrees, and four had no degree. Certification of the teachers by the State of Texas was as follows: 18 teachers held permanent certificates, 19 held provisional certificates, 4 held emergency certificates, and 4 were uncertified. Each of the four teachers without certification taught in parochial school and did not hold a college degree.

Statistics for the 21 kindergarten teachers indicate that they had an average of 9.1 years total teaching experience. In contrast, their average teaching experience in kindergarten was 3.4 years. The fourteen first grade teachers had an average of 8.4 years total teaching experience.

Tneir average teaching experience in first grade was 5.9 years. The eight second grade teachers had an average of 10 years total teaching experience. However, tneir average teacning experience in second grade was 4.5 years.

Each teacher was asked to rate her ability to communicate in Spanish. Twenty-five of the teachers indicated that they were fluent in speaking, reading, and writing Spanish. Ten teachers stated that they were fluent in speaking but not fluent in reading or writing. Seven teachers indicated that they could "get along," but were not fluent in speaking, reading or writing. Only one teacher was unable to communicate at all in Spanish.

Administrative Staff. The staff for the Region One Bilingual Project during 1970-71 consisted of twelve full-time and five part-time persons. The full-time staff members included the Project Director, Materials Production Coordinator, Teacher Training Coordinator, Reading Specialist, four Primary Supervisor/Consultants, two Kindergarten Supervisor/Consultants, Artist/Illustrator, and the Community Liaison. Part-time staff members included the Project Evaluator and Site Aides at each of the five public schools. All personnel were bilingual with the exception of tne Project Evaluator, one Kindergarten Supervisor/Consultant, and the Artist/Illustrator. A list of the project personnel and tneir professional qualifications is appended (Appendix A).

Organizational Details

The Region One Bilingual Project has been funded for 5 years. The present report is an evaluation of the second year of the project.

Physical Arrangements. The Region One Bilingual Project introduced the Bilingual Program into five public elementary schools and two parochial schools within a 20 mile radius of the Region One Education Service Center. One additional kindergarten classroom in a parochial school approximately 60 miles from the Service Center also participated in the project. Each of the schools agreed

to allow the project staff to train teachers in the use of the materials, visit each teacher once each week, and conduct a testing program to evaluate student progress. Site aides were hired by the Project Director and housed at each of the five public elementary schools.

Inservice Training. The Bilingual Project staff conducted a 3-day in-service program for the teachers participating in the project during August 1970. In addition, supervisors from the Bilingual Project staff observed each teacher each week and answered questions about the materials. The supervisors also conducted demonstrations of recommended techniques for using the materials in each classroom while the teacher observed.

Activities

Each of the Bilingual Project components consisted of several activities. In most instances, the classes were divided into small groups and two or more activities were conducted simultaneously. Each of the Bilingual Project components and tne recommended activities are described below.

Spanish Reading. The Spanish Reading Program was planned as a 40 minute activity and was designed for both total group and small group work. The basic lesson was introduced to the whole class by the teacher. Then the class was divided into two or three groups (eight students per group) and engaged in the following activities:

Group I (Teacher)	Group II (Aide)	Group III (Self-Directed Activities)
Introduce Vocabulary	Form Syllables with Alphabet Trays	Games (Bingo, Dice)
Introduce Sound-Symbol Alphabet Trays and Workbooks	Songs and Games	Mystery Box (Letters)
Form Syllables, Words, and Sentences	Fingerplays	Vocabulary Activities with Peer-Tutor
	Filmstrips	
	Folk Tales	

A list of key materials and equipment used in the Spanish Reading Program is presented in Appendix B.

English As A Second Language. The English As A Second Language component of the Bilingual Project consisted of a two-year Oral Language Program and a Transitional English Reading Program. Since each program had unique activities and utilized different types of materials, the descriptions of the two programs are presented under separate headings.

ESL Level I and Level II Programs. The ESL Level I Oral Language Program consisted of 128 oral language lessons and supplementary materials. The Level I Program was designed to present 3 hours of ESL activities per day. The basic activities for the ESL Level I Program are:

Activity	Suggested Time
*Basic Language Lessons	30 minutes
*Aural-Oral Language Cards	30 minutes
*Filmstrips-Recordings	15 minutes
*Song Recordings	15 minutes
Sharing Time	30 minutes
Cooking	Every 2 weeks
*Games	20 minutes
*Seatwork	20 minutes
*Free Play	20 minutes

*Small Group Activities

A list of the materials and equipment used in the ESL Level I Oral Language Program is presented in Appendix B.

The ESL Level II Oral Language Program consisted of 115 oral language lessons and supplementary materials. The Level II Program was designed to present 2 1/2 hours of ESL activities per day. The basic activities for the ESL Level II Program are:

Activity	Suggested Time
*Basic Lesson	30 minutes
Sharing Time	30 minutes
*Creative Writing	30 minutes
*Games	20 minutes
*Seatwork	20 minutes
*Free Play	20 minutes

*Small Group Activities

A list of the materials and equipment used in the ESL Level II Oral Language Program is shown in Appendix B.

Transitional English Reading. The Transitional English Reading Program consisted of 45 minutes of English reading activities each day. The class was divided into three groups of seven to eight students. Each group spent 15 minutes in each of the following three activities: (1) reading booklets and alphabet trays, (2) phonics (flash cards), and (3) games or puzzles. All materials used in the program were developed by the Bilingual Project staff. A list of the materials and equipment used in the program is presented in Appendix B.

Social Education. The Social Education Program contained a set of ten units and supplementary materials. Each unit presented a set of concepts about the student, his home and culture, or the school. Four of the units were taught in Spanish and six were taught in English. The Spanish units were developed by the Bilingual Project and the English units were developed by the Southwest Educational Development Laboratory. A list of the materials and equipment used in the Social Education Program is presented in Appendix B.

The Social Education Program was scheduled for 30 minutes each day. The primary total group activities included discussion, question and answer, role-playing, and story telling. Small group activities were tape-recordings, drawing, seatwork, cut and paste, and circle games.

Community Involvement

The Region One Bilingual Project made a deliberate effort to involve parents in each community in the project. Several techniques were used to inform parents about the program and to inlist their aid and support.

Initially, mothers in each community were selected to serve as classroom aides in classrooms where aides were not provided by the school. These Mother Aides served for a period of 3 months (one-third of the school year) and then

were replaced by another Mother Aide. In this way, each classroom had three different Mother Aides during the school year. Project funds were used to hire the Mother Aides.

A second parental involvement step was the formation of parent committees in each community. Meetings for all parents were held in each community during September and October. The parents were given an orientation about the Bilingual Project and interested parents were invited to join a Parent Committee. Each Parent Committee elected a committee chairman to be in charge of future meetings. The committee chairmen formed an Advisory Committee for the Bilingual Project. The Project Director met with the Advisory Committee as needed in order to answer questions about attitudes and to discuss courses of action (particularly for the Social Education Program).

The committees were informed about the Bilingual Project in several ways. Staff members presented talks to service organizations (Lions Club, Kiwanis). Several newspaper articles and radio programs were also presented. In addition, a series of four television segments (15 minutes per segment) was presented on one of tne most popular television Spanish language programs. Finally, during the last week of school, each parent received a copy of El Reportero, a report of the activities of the students. This report was printed on newsprint and nad a newspaper format. It contained pictures of student activities, samples of student work, and summaries of the activities of the programs in the Bilingual Project.

A random sample of parents in each community were interviewed by a Bilingual Project staff member during February 1971. Of the 40 parents interviewed, 36 approved of the project, 2 were not interested or not aware of the project, and two disapproved. Many of the parents who approved of the project stated that they were working with their child on the lessons and were learning along

with the child. Both of the two parents who disapproved of the project felt that too much time was being spent teaching the child in Spanish. One of them was concerned that learning in Spanish would retard their child's progress in English. Both of the parents preferred that their children be taught only in English.

III. EVALUATION OF THE PROJECT

The Region One Bilingual Project consisted of three major components: (1) Spanish Reading, (2) English As A Second Language, and (3) Social Education. Both process and product evaluation were conducted for each of the components. However, the 1970-71 Evaluation Design listed a total of 56 objectives for the Region One Bilingual Project. Since a report of the status of the objectives was submitted as a part of the 1971-72 Continuation Proposal, only those objectives which pertain directly to student achievement will be evaluated in the present report. A summary of the present status of the other objectives is attached as Appendix C.

A. Spanish Reading

Objectives:

1. An interim testing program based on the exercise and reading booklets was established in the preliminary (1969-70) testing program. Interim tests will be given by the classroom teacher after completion of each reading booklet. The criterion level established by the Bilingual Project for each interim test is for 80% of the students in each classroom to score at least 80% correct.
2. A set of Spanish reading materials was developed by the Bilingual Project staff during 1969-70. After completing the course built on these materials, the pupils will complete a criterion test developed by the Bilingual Project staff. The test will be administered to each student individually by the classroom teacher. The criterion level established by the Bilingual Project for the end-of-course test is for 80% of the students in each classroom to score at least 80% correct.

The Students

Thirty-five classrooms with a total of approximately 900 students participated in tne Spanish Reading Program. Twenty of the classrooms were kindergarten level students and 15 were first grade (two second grade classrooms participated in the program but were not included in the evaluation). The children were selected by the schools to participate in tne Spanish Reading Program on the basis of two criteria: (1) they could speak little or no English, and (2) they could speak Spanish. Thus, the student group participating in the Spanish Reading Program were not representative of the kindergarten and first grade students in the schools. Rather, they were students who, in the judgment of the professional staff of the schools, would encounter difficulty with tne normal school program because of their limited facility with the English language.

A control group was not used for comparison with the students participating in the program since few students not participating in the program could be expected to learn to read in Spanish outside of scnool. All students in tne program participated in the Interim Testing Program. However, the parochial schools and one public scnool did not participate in the end-of-year testing. In addition, the two second grade classrooms were not included in the testing program.

Measures

A series of six interim tests were developed by the Bilingual Project staff to measure student progress in the Spanish Reading Program. Each interim test covered materials presented in a single Spanish Reading Booklet. The tests were designed to measure auditory discrimination, visual discrimination, and word recognition. The tests consisted of from 16 to 20 items and were intended for use with hand card-punch machines (QRS Machines) and pre-punched computer

cards. Students were familiarized with the QRS Machines prior to testing. The first test was conducted by a Bilingual Project staff member. All subsequent tests were given by the classroom teacher. Since each interim test was administered upon completion of a single reading booklet, a flexible testing schedule was set up to allow each classroom to proceed according to the teacher's judgment. Only five of the six tests were administered in any of the classrooms because few teachers completed Booklet 6.

The end-of-course test administered to the students during May 1971 was a criterion test constructed by the Bilingual Project staff. It was necessary to develop a local test since no standardized Spanish Reading Test was available. The test was administered on an individual basis by the classroom teacher. The test consisted of a section requiring the student to read words and a section requiring him to read sentences. The student was to read the word or sentence and match it to a picture. The test covered the first four booklets of the Spanish Reading Program. An additional test covering primarily Booklets 5 and 6 was also administered. This test consisted of 24 words to be read and matched to pictures.

Results of the Interim Testing Program

Although the Spanish Reading Program was designed to include eight exercise booklets and related materials in a one-year kindergarten program, only six of the booklets were available to the participating classrooms during the 1970-71 school year. As it turned out, the six booklets were more than adequate, because many of the classes participating in the program proceeded at a slower-than-expected rate. When the school year ended, 25 of the 35 classrooms had not completed the first six reading booklets of the Spanish Reading Program. Furthermore, only four of the classrooms completed the final interim test because of time constraints imposed by the end-of-year testing program

and other end-of-year activities. For these reasons, interim test data is available only for the first five interim tests.

A criterion level of 80% of the students in each classroom attaining 80% correct on each interim test was arbitrarily selected as the goal for the interim testing program. A summary of the percentage of all students scoring 80% or higher on each interim test is presented in Table I. Table I shows that over 80% of all kindergarten and first grade children tested scored above 80% of each of the five interim tests. Furthermore, the kindergarten students scored slightly higher than the first grade students on each of the tests. The average percentile score for all kindergarten and first grade students on each interim test is presented in Table II. The average percentile scores were above 80% for each test. The average percentile scores were similar for kindergarten and first grade students on each test (although kindergarten students had a higher average for Test 4, the small number of classrooms reporting rules out definitive comparisons).

Table III indicates that 11 of the 15 kindergarten classrooms and six of the 10 first grade classrooms achieved the criterion of 80% of the students scoring 80% correct on Interim Test 1. Similarly, 11 of the 15 kindergarten and nine of 11 first grade classrooms reached the criterion level on Test 2. Of the 18 classrooms reporting on Test 3, nine of 11 kindergarten and five of seven first grade classrooms attained the criterion level. Only eight classrooms completed Test 4 and six classrooms completed Test 5. Both kindergarten classes and three of the six first grade classes which reported on Test 4 attained the criterion level. All classrooms reporting on Test 5 (three kindergarten and three first grade) reached the selected level.

The small number of classrooms reporting test results for Test 4 and Test 5 was a result of two factors: (1) teachers wanted to complete as much of the

TABLE I

SPANISH READING - INTERIM TESTS

Percent of Kindergarten and First Grade Students
Scoring 80 Percent Correct on Interim Tests

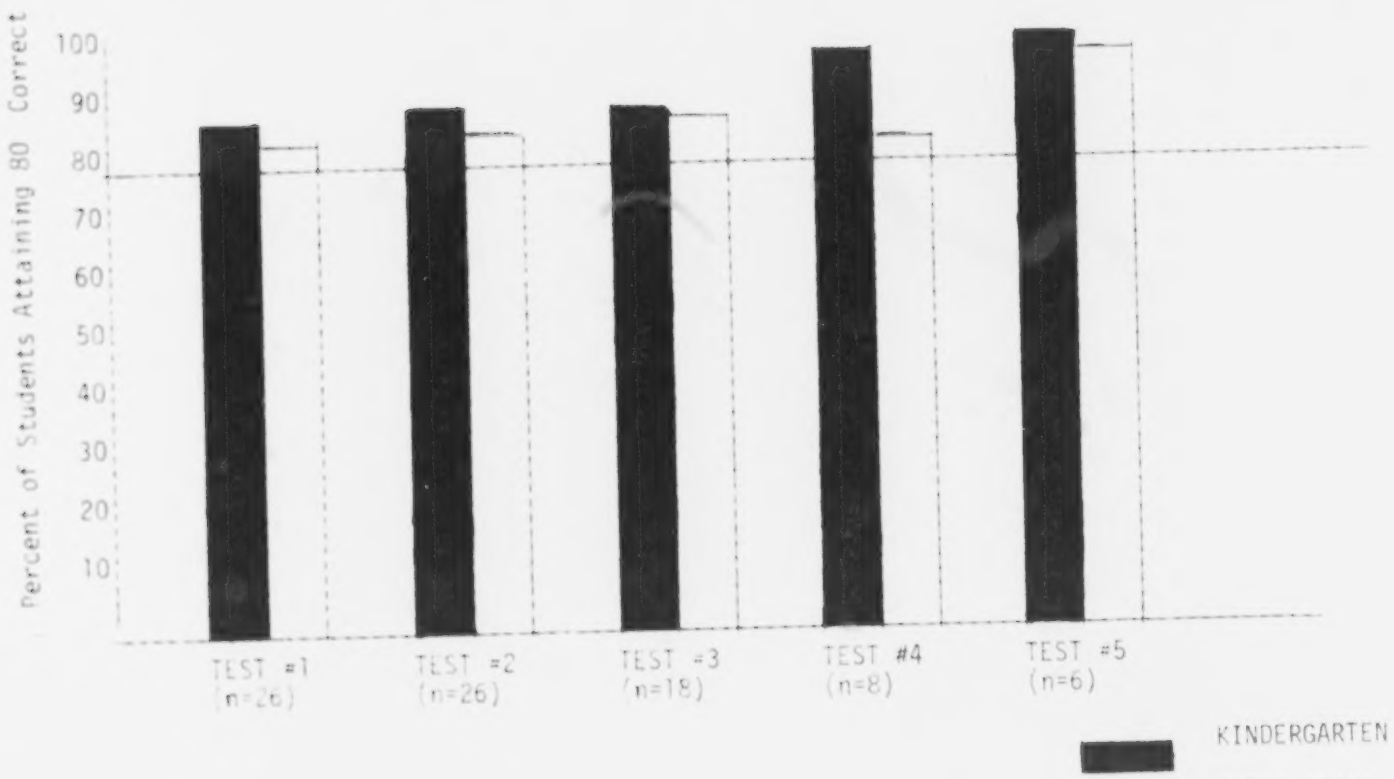
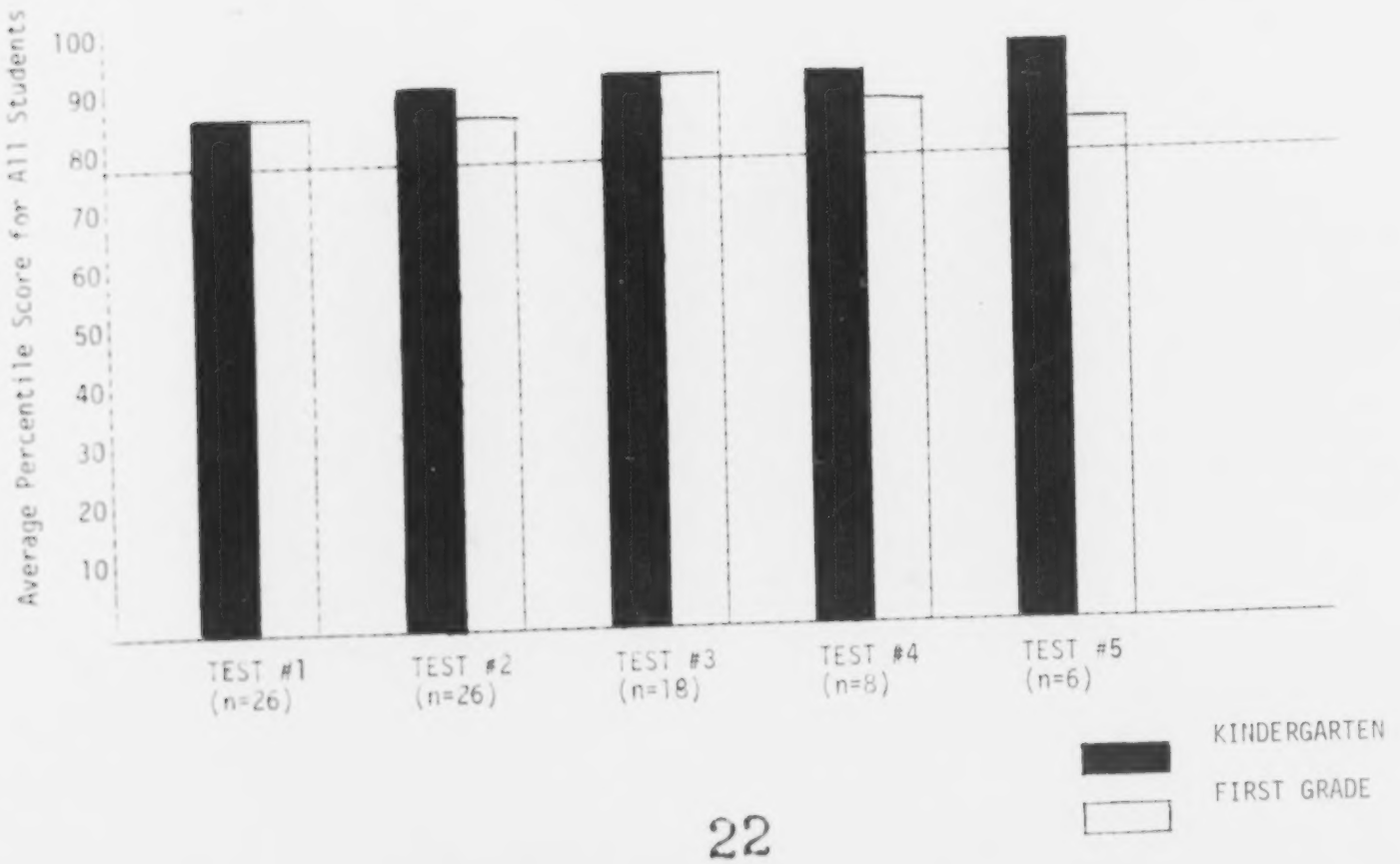


TABLE II

SPANISH READING - INTERIM TESTING

Average Percent Correct for All Students



program as possible before the end of the school year and did not want to "lose time" administering interim tests, and (2) the majority of the classrooms (18 of the 35 classrooms) did not complete Booklet 5.

TABLE III

SPANISH READING - INTERIM TESTS

Number of Classrooms Attaining Criterion Level

	KINDERGARTEN		FIRST GRADE	
	Total Reporting	Total Attaining 80% Criterion Level	Total Reporting	Total Attaining 80% Criterion Level
Test 1	15	11	10	6
Test 2	15	11	11	9
Test 3	11	9	7	5
Test 4	2	2	6	3
Test 5	3	3	3	3

Results of the End-of-Year Testing Program

Twenty-four classrooms (13 kindergarten and 11 first grade) with a total of 477 students completed the two tests in the End-of-Year Testing Program. No migrant classrooms participated in this testing program because the migrant school term was completed prior to completion of the test instruments. In addition, only one of the five parochial school classrooms chose to participate in the testing program.

A review of the program revealed tnat 14 classrooms were using the old (1969-70) edition of the Spanish Reading Program, while 21 classrooms were using the revised (1970-71) edition. These classrooms switched to the new

edition at the end of the first semester. Only six of these 14 classrooms participated in the End-of-Year Testing Program. Results for these classrooms are presented separately from the classrooms using the new edition of the reading booklets in order to determine the effects of the change. In the present report, there are no separate analyses of the interim tests for the classrooms using the old and new editions since the interim tests involved single letter, syllable, and word recognition. There was no reason to expect interim test scores to be affected by the sequence of presentation of the letters of the alphabet (subsequent observation of the interim test scores indicated that the assumption was valid).

The average percentile scores for Part I and Part II of the end-of-year test are presented in Table IV. The analyses indicate that the first grade students who used the old edition of the reading booklets during the first semester had lower average scores (71%) on Part I than kindergarten (85%) and first graders (85%) using the new edition. However, there was little difference between the three groups on Part II (sentences). Table V presents the percentage of students, by grade level, who achieved the criterion level of 80% correct. The data indicates that the students who used the 1969 edition of the reading booklets during the first semester received lower scores than the other students on Part I of the test. There was no difference between the three groups on Part II of the test.

Part I and Part II of the end-of-year test dealt only with material covered in Reading Booklets 1 to 4. The final portion of the test was designed primarily to test Booklets 5 and 6. The results are presented in Table VI. Since many of the teachers grouped their students and allowed the groups to progress at different rates, students were categorized by the number of booklets completed rather than by classroom.

As expected, the students completing only Booklets 1 to 4 received lower

TABLE IV

SPANISH READING - END OF YEAR TEST

RESULTS OF FINAL TEST OF BOOKLETS 1-4

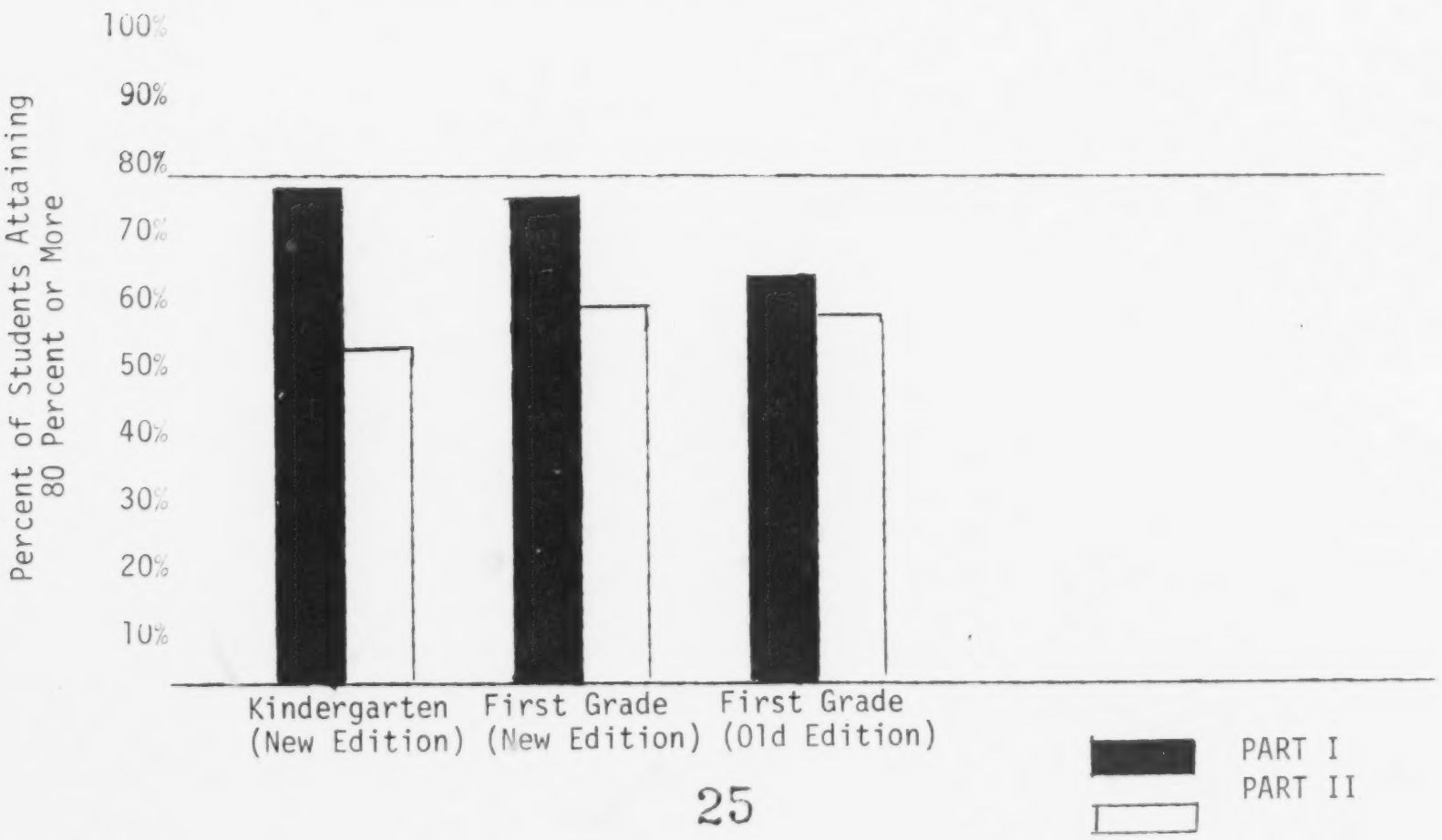
Average Percentage Correct by Grade Level

	Kindergarten (New Edition)	First Grade (New Edition)	First Grade (Old Edition)
PART I (Words - Booklets 1 through 4)	85%	85%	71%
PART II (Sentences - Booklets 1 through 4)	60%	65%	62%

TABLE V

RESULTS OF FINAL TEST OF BOOKLETS 1-4

Percentage of Students Scoring 80 Percent Correct



scores than students completing Booklets 5 and 6. The average scores are higher than expected, since only 12 of the test items in this section dealt with Booklets 1 to 4. Apparently, a carry-over effect enabled these students

TABLE VI

RESULTS OF FINAL TEST OF BOOKLETS 5 and 6

Comparison of Students Completing Booklets 1-6
with those Completing Booklets 1-4 and Booklets 1-5

	Average Test Score for All Students		
	Students Completing Booklets 1-4	Students Completing Booklets 1-5	Students Completing Booklets 1-6
Kindergarten	13.8 n=138	19.7 n=40	19.4 n=47
First Grade (New)	14.3 n=15	19.5 n=23	19.7 n=44
First Grade (Old)		11.7 n=47	19.2 n=128

to read words containing letters they had not studied. Surprisingly, there was no difference between the students that completed Booklets 1 to 5 and those that Completed Booklets 1 to 6. The students who finished Booklet 5 scored higher than expected (only 18 of the test items were covered in Booklets 1 to 5), but the students who finished Booklet 6 did not. This result many be due to tne test. The students who had not studied all the letters covered by the test had an opportunity to score above their expected level (i.e. these students could have missed some items contained in Books 1-5 but guessed correctly on some items in Book 6). The students who had completed all six books did not have this opportunity.

The data revealed that the two classrooms that used the old edition of the reading booklets and completed Booklet 5 had lower average scores than the comparable kindergarten and first grade students using the new edition. These differences were probably due to the attitudes of the two teachers rather than the reading materials (neither teacher considered bilingual education a viable method of instruction). The four classrooms that used the 1969 edition during the first semester and completed all six booklets received scores similar to those of the other two groups.

Conclusions and Recommendations

The Interim and End-of-Year Testing Programs indicated that the students in the Spanish Reading Program were generally achieving at the levels selected by the project. The Spanish Reading Program was designed to consist of eight reading booklets and related materials. Six booklets were completed and issued to the teachers. However, less than 30% of the classrooms completed these six booklets.

Several problems arose during the year to adversely effect the program. For example, some of the classrooms began the school year with the 1969 edition of the Spanish reading materials and had to change to the new edition. In addition, several classrooms failed to participate in some or all phases of the testing program. Finally, the Bilingual Project staff observed instances in which teachers deviated from the teaching procedures recommended in the Teacher's Manual.

The following recommendations are made for the Spanish Reading Program on the basis of the evaluation results:

(1) The total Spanish Reading Program should be field-tested with kindergarten students during 1971-72.

(2) The End-of-Year Test should be revised to include items from Booklets 7 and 8.

(3) An inventory of all Spanish reading materials issued to each classroom should be completed as soon as possible after school begins.

(4) All teachers should participate in all phases of the Spanish Reading Program.

(5) The Bilingual Project staff should consider developing a method of recording pupil progress in addition to the interim testing. For example, a record of pupil progress similar to the one used in the Transitional English Reading Program would provide a continuous record on each student.

B. English As A Second Language

The English As A Second Language component of the Bilingual Project consists of an Oral English Program (Level I and Level II) and a Transitional English Reading Program. For the purpose of evaluation, the Oral English Programs and the Reading Program will be considered separately.

Objectives for ESL Level I and Level II

1. An interim testing program based on the oral language lessons for both the Level I and Level II ESL Programs was initiated during the 1969-70 Testing Program. Interim tests will be given by the classroom teacher after completion of each 15 lessons. The criterion level established by the Bilingual Project for each interim test is for the students in each classroom to average 80% correct. Upon completion of the ESL Level I Program, the students will be evaluated using an oral language test developed by the Bilingual Project staff.
2. It is assumed that students entering the ESL Level I Program cannot speak English (teacher judgment plus an interview with a random sample of Level I students will check this assumption). If the assumption is valid, no pretest will be given to ESL Level I students. A random sample of Level I students will complete the end-of-year test developed by the Bilingual Project staff. Their scores will be compared with those of a control group from similar classrooms not participating in the program.
3. The performance of the students completing the ESL Level II Program will be evaluated using an oral language test developed by the Bilingual Project staff. A stratified (by grade level) random sample of students participating in the ESL Level II Program will complete a pretest in September 1970 and a post test in May 1971. Their scores

will be compared to those of a control group from similar classrooms not participating in the program.

The Students

Forty-three classrooms with a total of approximately 1,180 students participated in the Oral ESL Level I and Level II Programs. Twenty-one kindergarten classrooms and six first grade classrooms were in the ESL Level I Program (two additional classrooms entered the program the second semester but were not included in the testing program). Eight first grade and eight second grade classrooms participated in the Level II Program.

The students participating in the ESL Level I Program were selected by the schools on the basis of oral English ability (teacher judgment). Since a public school kindergarten program was not in operation in the State of Texas the previous year, many of the children entering first grade had no previous school experience. Consequently, at the request of the schools, five first grade classrooms were included in the Level I Program. The students participating in the ESL Level II Program had either completed the Level I Program or the oral English facility (teacher judgment) to enter the Level II Program.

Measures

A series of seven interim tests were developed for both the ESL Level I and Level II Programs by the Bilingual Project staff. These tests were designed to measure student progress throughout the school year. The tests consisted of eight items covering language patterns presented in the language lessons. A test was administered by the classroom teacher upon completion of each set of 15 language lessons. The test was designed to be administered to a group of eight students at one time. Consequently, all scoring was done on a group basis, and no individual scores were calculated.

Criterion tests covering the total ESL Level I and Level II Program were constructed by the Bilingual Project staff. The criterion test for the ESL Level I Program was developed because the Michael Test of Oral English Production used during tne 1969-70 was difficult to administer and did not yield as much information as needed. The criterion test for the ESL Level II Program was developed because no test of second year oral English proficiency was available. The tests for the ESL Level I and Level II Programs were designed to test only English language structures because the development of structure is the primary objective of the ESL Level I and Level II lessons. Both tests were developed according to the same basic format. Both the Level I and Level II tests, containing 48 and 52 items respectively, were administered via telephone and answers recorded on tape. The tapes were then transcribed and scored by a Bilingual Project staff member.

Results of the Interim Testing Program

The ESL Level I Program consisted of 128 oral language lessons and supplementary materials. The ESL Level II Program consisted of 115 lessons and related materials. A series of seven interim tests were developed for each of tne programs. The appropriate test was administered by the teachers upon completion of a specified set of lessons (each test covered approximately 15 lessons).

Seventeen of the 27 kindergarten and first grade classrooms participating in the ESL Level I Program did not complete all 128 language lessons. Similarly, five of the 16 classrooms in the ESL Level II Program did not complete all 115 lessons. Furthermore, many of the classrooms which completed the program were busy with the End-of-Year Testing Program and other end-of-year activities. Consequently, few classrooms completed the final interim test. The results of tne first six interim tests are presented below.

ESL Level I Interim Test Results. Since the interim tests for the ESL Level I Program were administered to groups of 5-8 students and yielded only group scores, a criterion level of 80% correct in each classroom was arbitrarily selected as the goal for the Interim Testing Program.

A summary of the average percent correct for all classrooms is presented in Table VIII. The average percentage for the kindergarten classrooms is above the 80% level for all six interim tests. In contrast, the average for the first grade classroom is below 80% for two of the interim tests. This result was due, in part, to the teaching methods employed by three of the first grade teachers. These teachers were spending less than the recommended length of time each day, and were omitting part of the supplementary (reinforcing) activities. Since only six first grade classrooms participated in the testing program, these three classrooms lowered the average for the total group.

Data presented in Table VII indicates that kindergarten classrooms were more consistent than the first grade classrooms in attaining the 80% criterion level. The three first grade classrooms discussed above were the only first grade classes which did not reach the criterion level.

TABLE VII

ESL LEVEL I INTERIM TEST RESULTS

Number of Classrooms Attaining 80% Criterion Level

	KINDERGARTEN		FIRST GRADE	
	Total Reporting	Total Attaining 80% Correct	Total Reporting	Total Attaining 80% Correct
Test 1	18	13	4	3
Test 2	13	8	6	4
Test 3	10	9	6	3
Test 4	15	14	5	2
Test 5	10	10	6	4
Test 6	5	5	4	3

TABLE VIII

ESL LEVEL I INTERIM TEST RESULTS

Average Percentage Correct by Grade Level

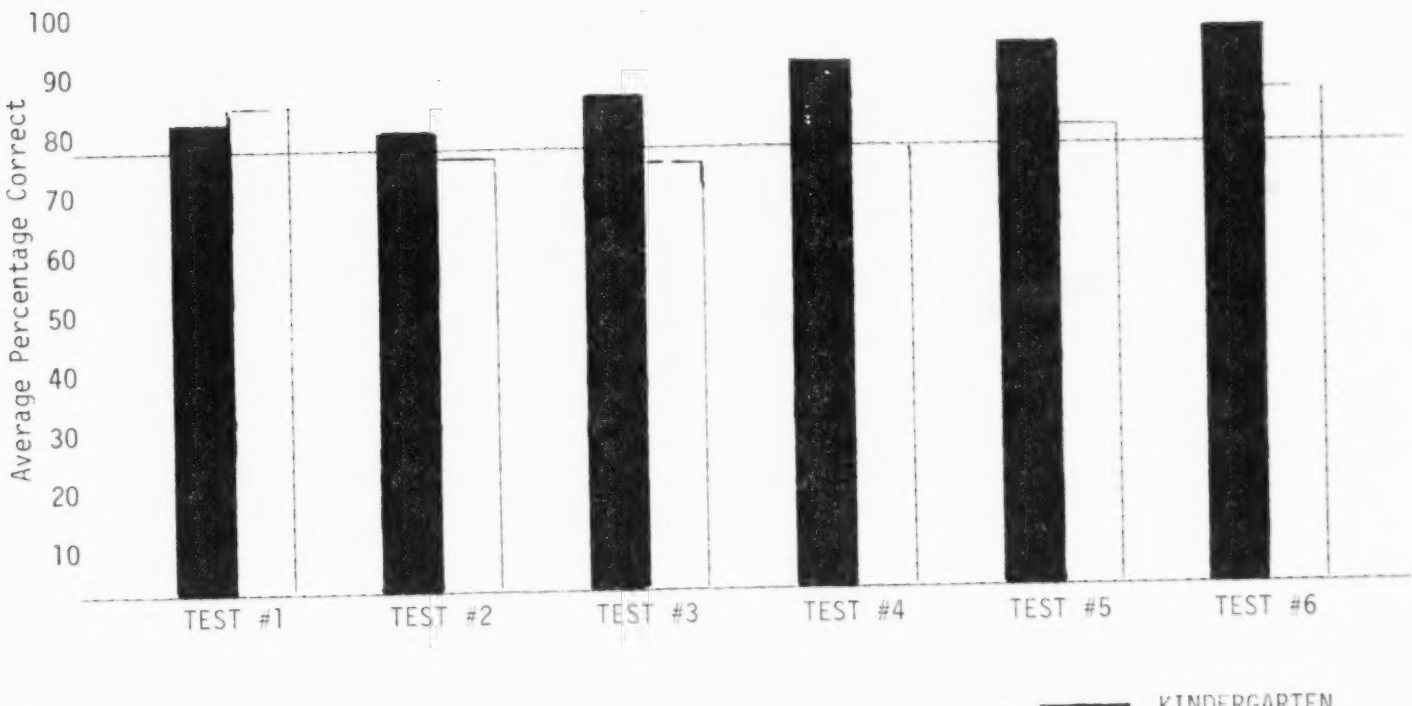
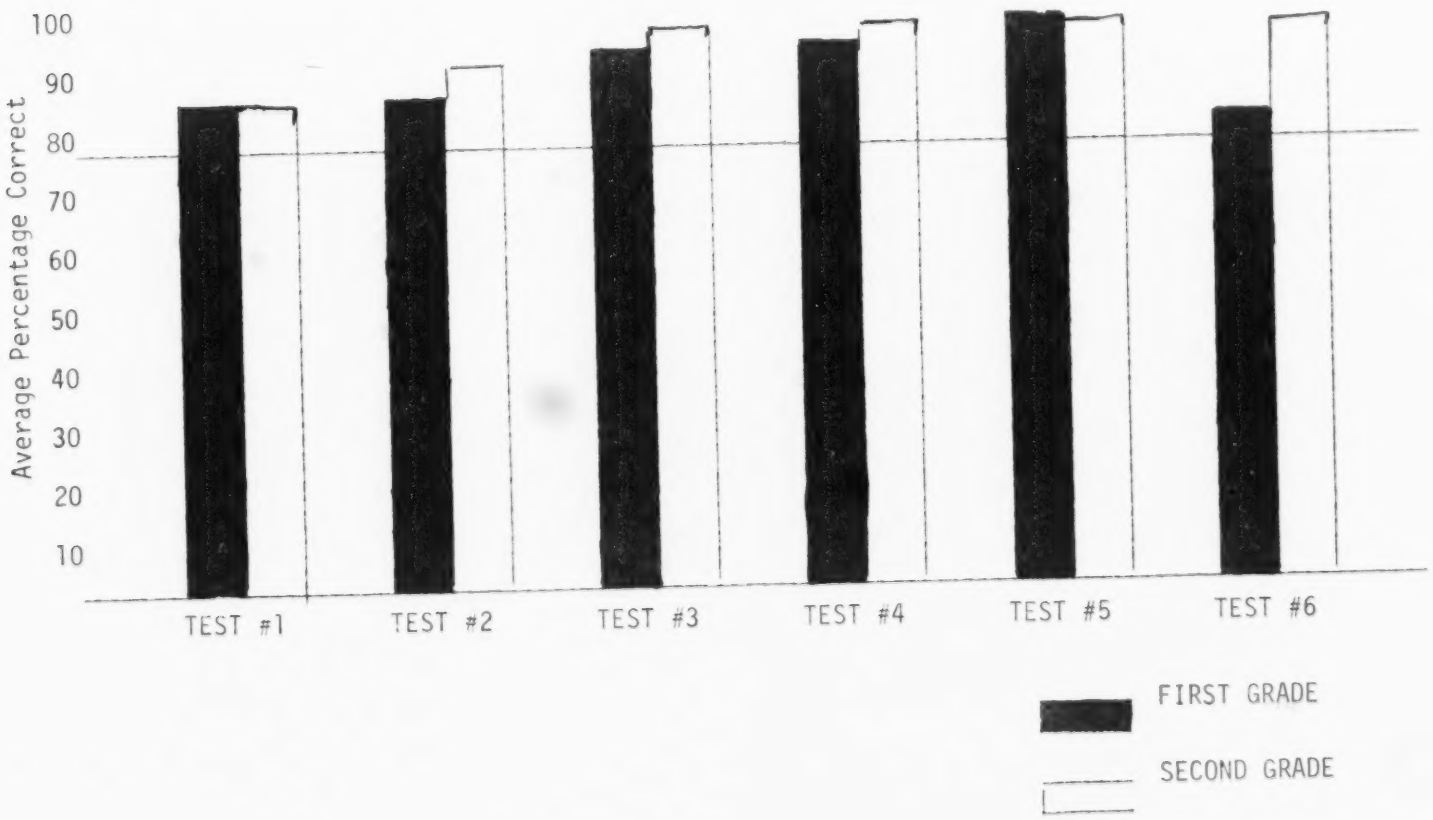


TABLE IX

ESL LEVEL II INTERIM TEST RESULTS

Average Percentage Correct by Grade Level



ESL Level II Interim Test Results. The interim tests for the ESL Level II Program were based on the same format as those for the Level I tests and yielded only group scores. Consequently, all data from the tests are presented in terms of percentage correct by classroom. A criterion level of 80% correct in each classroom was arbitrarily selected as the goal for the Interim Testing Program.

Only seven of tne eight first grade classrooms in the ESL Level II Program were included in the testing program. The teacher in one first grade classroom suffered a heart attack in November and a permanent replacement was not hired for several weeks. Consequently, this classroom was omitted from the testing program.

A summary of the average percent correct for all classrooms is presented in Table IX. The average percentage for both the first and second grade classrooms is above the 80% criterion level for all six interim tests. Data presented in Table X indicates that all classrooms in the ESL Level II Program consistently scored above the criterion level.

TABLE X

ESL LEVEL II INTERIM TEST RESULTS

Number of Classrooms Attaining 80% Criterion Level

	FIRST GRADE		SECOND GRADE	
	Total Reporting	Total Attaining 80% Correct	Total Reporting	Total Attaining 80% Correct
Test 1	7	7	7	6
Test 2	4	4	7	7
Test 3	7	7	8	8
Test 4	7	7	8	8
Test 5	4	4	7	7
Test 6	3	2	4	4

Results of the End-of-Year Testing Program

Tests covering tne total ESL Level I and Level II Programs were developed by tne Bilingual Project staff and administered to a sample of students participating in the project. A description of the testing program for the Level I and Level II Programs and tne results of the analyses are presented below.

ESL Level I End-of-Year Test Results. Twelve kindergarten classrooms and five first grade classrooms in tne Bilingual Project participated in the End-of-Year Testing Program. Two students were selected at random from the kindergarten classrooms and four were selected at random from the first grade classrooms. A total of 24 kindergarten students and 20 first grade students in the ESL Level I Program were selected for the end-of-year testing.

A control group consisting of 20 kindergarten and 20 first grade students was randomly selected from classrooms in six elementary schools not participating in the project. The schools were selected because the socioeconomic levels and percentage of Mexican-American students were similar to the schools participating in tne Bilingual Project.

The students in the experimental group (students participating in the ESL Level I Program) and the control group students were tested using both the Goodenough-Harris Drawing Test and ESL Level I Oral Language Test developed by the Bilingual Project staff. Both tests were administered by a test team from tne Bilingual Project staff during May 1971.

The Goodenough-Harris Drawing Test, a standardized test of general ability, was used to compare the experimental group with the control on general intellectual maturity. Means and standard deviations for the groups on this test are presented in Table XI. The two groups were compared on the Goodenough-Harris Drawing Test using an analysis of variance statistical treatment.[8]

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[8]B. J. Winer, Statistical Principles in Experimental Design, (New York: McGraw-Hill Book Company, 1962), Chapters 5 and 6.

TABLE XI

GOODENOUGH-HARRIS DRAWING TEST

Means and Standard Deviations

		Experimental Group	Control Group
KINDERGARTEN	Boys	Mean = 89.2 S.D. = 9.8	Mean = 89.1 S.D. = 10.1
	Girls	Mean = 84.7 S.D. = 11.2	Mean = 81.6 S.D. = 15.9
FIRST GRADE	Boys	Mean = 91.2 S.D. = 12.9	Mean = 88.7 S.D. = 10.2
	Girls	Mean = 94.1 S.D. = 13.9	Mean = 88.5 S.D. = 16.4

TABLE XII

GOODENOUGH-HARRIS DRAWING TEST

Analysis of Variance

Source of Variance	Mean Square	D.F.	F-Ratio
Groups	162.045	1	.984 N.S.
Grade Level	411.048	1	2.497 N.S.
Sex	109.352	1	.664 N.S.
Error	164.625	75	

Group membership (experimental or control), grade level, and sex were the three variables tested by the analysis. The results of the analysis of variance are presented in Table XII.

The statistical test indicated that there were no significant differences between the experimental group and control group, between first graders and second graders, or between boys and girls. Consequently, the groups were considered similar in general ability.

The students' scores on the ESL Level I Oral Language Test were also compared using the analysis of variance technique. Means and standard devations for the groups are presented in Table XIII and the analysis of variance are in Table XIV. The results of the analysis of variance indicates that there were statistically significant differences between the experimental group and control group, and between kindergarten and first grade students. In addition, there was a significant interaction between group and grade level. An examination of the means presented in Table XIII indicate that the primary difference between the groups was in the scores of the kindergarten students. The experimental kindergarten boys and girls had mean scores of 20.4 and 19.5 respectively. In contrast, the control kindergarten boys had a mean of 10.3 and the girls had a mean of 9.1. Surprisingly, the means for the experimental and control first grade students were almost identical. This result was partially explained when it was learned that most of the first grade students in the control group had attended preschool the previous year. Consequently, these students had actually been exposed to the English language for two years while the control kindergarten students had been in school for only one year.

There were no differences between the experimental kindergarten and first grade students. This indicates that maturation was not a significant factor in the students' scores. In addition, there were no significant differences

TABLE XIII

LEVEL I ORAL LANGUAGE TEST

Means and Standard Deviations

		Experimental Group	Control Group
KINDERGARTEN	Boys	Mean = 20.4 S.D. = 8.4	Mean = 10.3 S.D. = 7.4
	Girls	Mean = 19.5 S.D. = 6.3	Mean = 9.1 S.D. = 5.8
FIRST GRADE	Boys	Mean = 18.9 S.D. = 4.2	Mean = 18.2 S.D. = 6.5
	Girls	Mean = 21.7 S.D. = 6.9	Mean = 19.0 S.D. = 6.9

TABLE XIV

ANALYSIS OF VARIANCE FOR LEVEL I

ORAL LANGUAGE TEST

Source of Variance	Mean Square	D.F.	F-Ratio	
Groups	736.359	1	16.531	<.01
Grade Level	442.821	1	9.941	<.01
Sex	3.099	1	0.070	N.S.
Group by Grade Level	377.133	1	8.466	<.01
Group by Sex	7.934	1	0.178	N.S.
Grade Level by Sex	41.744	1	0.937	N.S.
Error	44.544	76		

between boys and girls' scores. These results indicate that the ESL Level I Program was equally effective for (1) kindergarten and first grade students, and (2) boys and girls.

ESL Level II End-of-Year Test Results

Eight first grade classrooms and eight second grade classrooms participated in the ESL Level II Oral English Program during 1970-71. However, two first grade classrooms and two second grade classrooms were designated migrant classrooms. Because of tneir abbreviated school year, the migrant classrooms were omitted from the End-of-Year Testing Program. In addition, one second grade classroom was eliminated because it was the only parochial school classroom in the Level II Program. Four students were selected at random from each of the remaining first and second grade classrooms. A total of 24 first graders and 20 second graders were selected to participate in the ESL Level II End-of-Year Testing Program.

A control group consisting of 20 first grade students and 20 second grade students was randomly selected from classrooms in three elementary schools with socioeconomic levels and percentages of Mexican-American students similar to those of tne schools participating in the Bilingual Project. All control group first grade students had attended preschool but had not received a formal oral English program. The experimental group students had received the ESL Level I Program during preschool.

The students in the experimental group (i.e. students in ESL Level II Program) and the control group were administered the ESL Level II Oral Language Test as a pretest in October 1970. The same test was given as a post test in May 1971. In addition, the Goodenough-Harris Drawing Test was administered to each group as a measure of general ability.

Means and standard deviations of scores on the Goodenough-Harris Drawing

Test for the experimental and control group students are presented in Table XV. The students' scores on this test were compared using an analysis of variance statistical treatment. Three variables (experimental group or control group, grade level, and sex) were selected for the analysis. The results of the statistical treatment, displayed in Table XVI, indicates that there was a significant difference between boys and girls. An examination of the means for tne groups (Table XV) shows that girls in the experimental and control groups nad nigher scores than boys in both first and second grade.

The ESL Level II Oral Language Test was administered as a pretest to 44 experimental students and 40 control students. The same test was administered as a post test to 36 experimental students and 36 control students (eight students in the experimental group and four in the control group were lost due to attrition during the year). There was no apparent difference between the students who dropped out of tne testing program and those who remained. The mean pretest score for the experimental group students who dropped out of the program was 13.6. In comparision, the mean pretest score for the remaining experimental students was 12.4. Similarly, the mean pretest score for the control student dropouts was 12.3 while it was 11.8 for the remaining control students.

The ESL Level II Oral Language Pretest scores were analyzed using an analysis of variance statistical treatment. As in the previous analyses, group membership (experimental or control), grade level, and sex were the three variables tested. Means and standard deviations of the pretest scores for each group and the analysis of variance of the pretest scores are presented in Tables XVII and XVIII respectively.

The analysis of variance of the pretest scores indicated that there were significant differences between (1) first grade and second grade students, and (2) boys and girls. In addition, there was a significant interaction between

TABLE XV

GOODENOUGH-HARRIS DRAWING TEST

FOR ESL LEVEL II STUDENTS

Means and Standard Deviations

		Experimental Group	Control Group
FIRST GRADE	Boys	Mean = 86.2 S.D. = 11.0	Mean = 89.3 S.D. = 7.4
	Girls	Mean = 92.2 S.D. = 8.5	Mean = 91.2 S.D. = 9.4
SECOND GRADE	Boys	Mean = 88.0 S.D. = 5.5	Mean = 82.1 S.D. = 14.8
	Girls	Mean = 95.0 S.D. = 8.9	Mean =102.0 S.D. = 22.5

TABLE XVI

ANALYSIS OF VARIANCE FOR GOODENOUGH-HARRIS

DRAWING TEST (LEVEL II STUDENTS)

Source of Variance	Mean Square	D.F.	F-Ratio
Group	10.457	1	0.068 N.S.
Grade Level	67.663	1	0.442 N.S.
Sex	1216.005	1	7.936 <.01
Group by Grade Level	0.892	1	0.006 N.S.
Group by Sex	77.183	1	0.504 N.S.
Grade Level by Sex	358.287	1	2.338 N.S.
Error	153.224	58	

TABLE XVII

ESL LEVEL II PRE-TEST AND POST TEST SCORES

Means and Standard Deviations

		Experimental Group		Control Group	
		Pre-Test	Post Test	Pre-Test	Post Test
FIRST GRADE	Boys	Mean = 8.2 S.D. = 3.4	Mean = 17.4 S.D. = 7.5	Mean = 9.3 S.D. = 3.0	Mean = 13.8 S.D. = 2.9
	Girls	Mean =10.0 S.D. = 3.6	Mean = 23.4 S.D. = 7.5	Mean =10.9 S.D. = 7.6	Mean = 17.0 S.D. = 7.9
SECOND GRADE	Boys	Mean =11.6 S.D. = 6.1	Mean = 29.0 S.D. = 10.1	Mean =10.8 S.D. = 2.5	Mean = 16.4 S.D. = 5.5
	Girls	Mean =19.9 S.D. = 8.7	Mean = 33.1 S.D. = 10.6	Mean =16.4 S.D. = 5.1	Mean = 22.8 S.D. = 8.8

TABLE XVIII

ESL LEVEL II PRE-TEST SCORES

Analysis of Variance

Source of Variance	Mean Square	D.F.	F-Ratio
Group	6.131	1	0.206 N.S.
Grade Level	464.639	1	15.614 <.01
Sex	337.733	1	11.349 <.01
Group by Grade Level	43.556	1	1.464 N.S.
Group by Sex	8.438	1	0.284 N.S.
Grade Level by Sex	122.805	1	4.127 <.05
Error	29.758	64	

group membersnip and grade level. An examination of the test score means (Table XVII) shows that there were no significant differences between experimental and control girls and boys in the first grade. However, the experimental girls and control girls both had higher means than the boys in second grade. In addition, second grade girls (both experimental and control) had higher means than the first grade girls. In contrast, the second grade boys' scores were similar to those of the first grade boys.

The post test scores for the experimental and control group students indicated that both groups scored higher than on the pretest. In addition, the experimental groups appeared to have made greater gains than the control group at each grade level. The pretest and post test means for the groups are presented graphically by grade level in Figures 1 and 2. These graphs indicate that experimental first grade boys had greater gains than control first grade boys, but about the same rate of gain as control first grade girls. Experimental first grade girls had a higher gain than any of the other first grade groups. Experimental second grade boys and girls had higher rates of gain than their control counterparts. However, the experimental second grade girls had significantly higher pretest scores than either the control or experimental second grade boys ($t < .05$).

Because of the differences noted between first and second grade students and between boys and girls, the pretest scores were used as a covariate in an analysis of covariance treatment of the post test scores. The purpose of the analysis of covariance was to statistically "adjust" the post test scores for differences noted on the pretest scores. The analysis employed the multiple linear regression model suggested by Bottenberg, et. al.[9] The results of the analysis of covariance are presented in Table XX.

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[9]Robert A. Bottenberg, et. al., Applied Multiple Linear Regression, (AD-413-128; Washington: Defense Documentation Center, 1963), Chapter 5.

TABLE XIX

ESL LEVEL II POST TEST SCORES

Analysis of Variance

Source of Variance	Mean Sqaure	D.F.	F-Ratio	
Groups	1216.286	1	19.169	<.01
Grade Level	988.772	1	15.584	<.01
Sex	435.604	1	6.865	<.01
Groups by Grade Level	183.016	1	2.884	N.S.
Groups by Sex	0.366	1	0.006	N.S.
Grade Level by Sex	1.479	1	0.023	N.S.
Error	63.450	64		

TABLE XX

ESL LEVEL II POST TEST SCORES

Analysis of Covariance

Source of Variance	Mean Square	D.F.	F-Ratio	
Groups	1027.784	1	38.399	<.01
Grade Level	43.737	1	1.634	N.S.
Sex	0.104	1	0.004	N.S.
Groups by Grade Level	37.087	1	1.386	N.S.
Groups by Sex	6.931	1	0.259	N.S.
Grade Level by Sex	116.954	1	4.370	<.05
Error	26.737	63		

FIGURE 1

Means for ESL Level II Pretest and Post Test Scores

FIRST GRADE STUDENTS

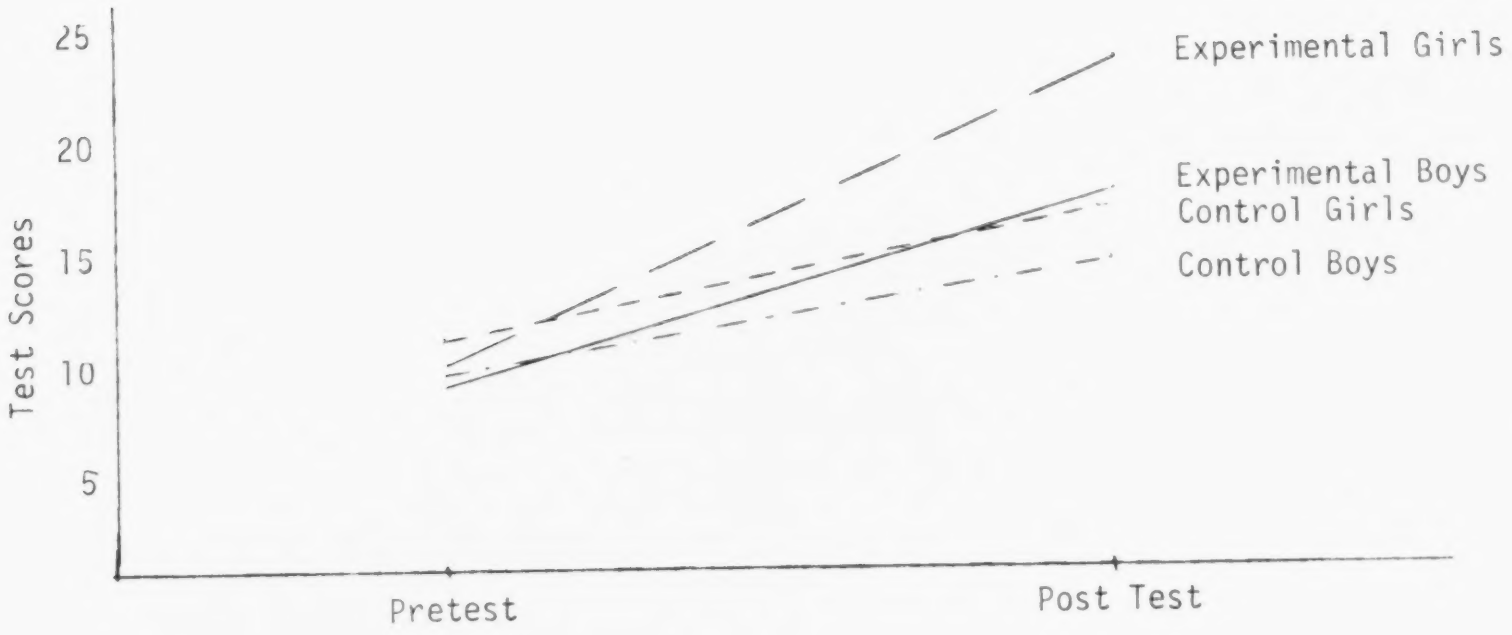
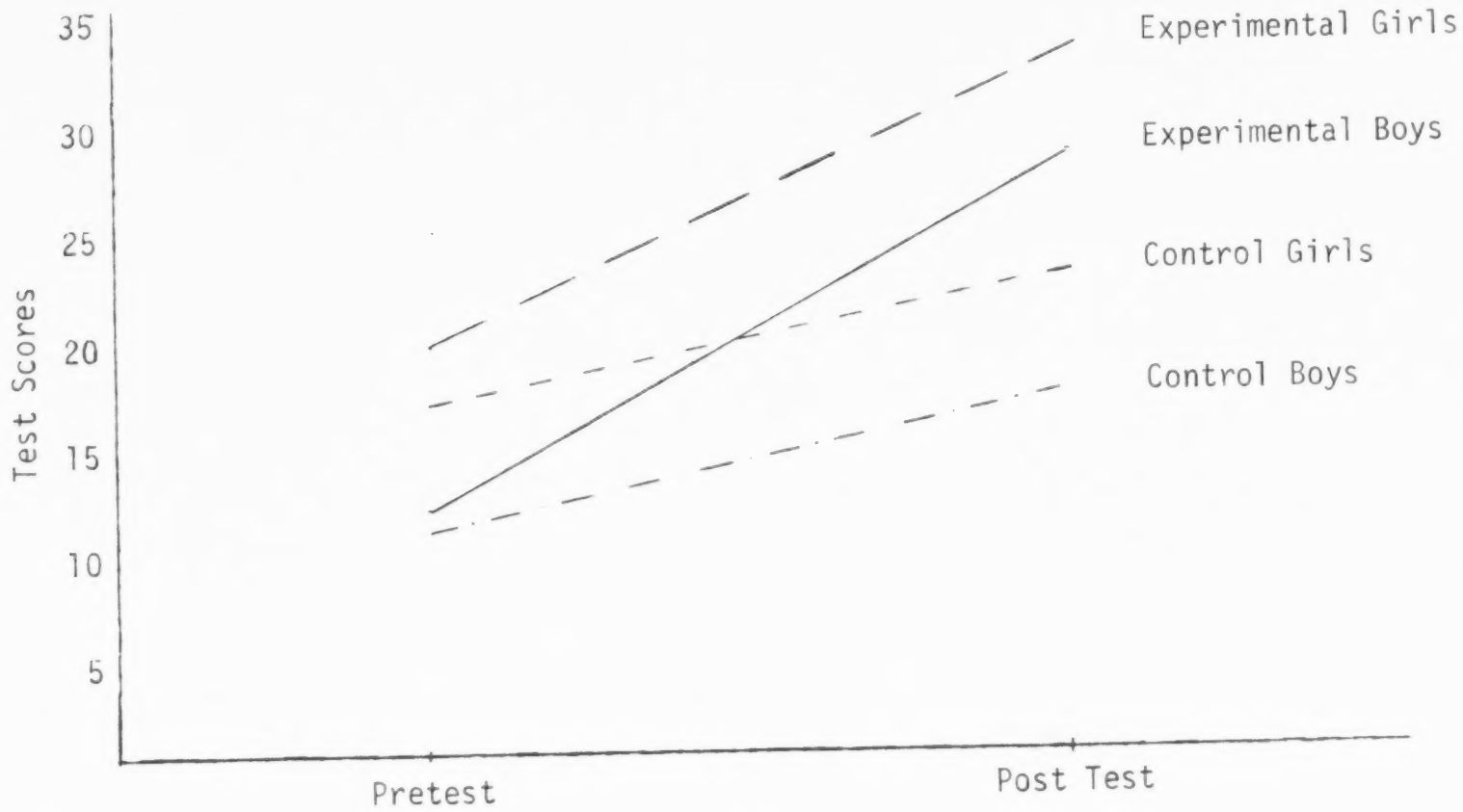


FIGURE 2

Means for ESL Level II Pretest and Post Test Scores

SECOND GRADE STUDENTS



An analysis of variance of the post test scores (Table XIX) indicated that there were significant differences between (1) the experimental and control groups, (2) first grade and second grade students, and (3) boys and girls. However, the analysis of covariance indicated only that the experimental group had significantly higher scores than the control group. There were no significant differences between first and second grade students or between boys and girls. The grade level differences and sex differences found in the analysis of variance were apparently due primarily to differences in pretest scores. That is, if the students had all had comparable pretest scores, the analysis of covariance suggests that any observed differences on post test scores could be attributed to treatment effects (i.e. whether or not the students were in the experimental group or control group). It should be noted, however, that the analysis does not provide an explanation for the observed differences on the pretest scores.

Conclusions and Recommendations

The interim test results for both the ESL Level I and Level II Oral Language Programs indicate that the classrooms achieved at or above the criterion level established by the Project Director. Furthermore, the End-of-Year Testing Program showed that the students in the Bilingual Project had significantly higher test scores than a control group from a similar background.

The implementation and supervision of the ESL Level I and Level II Programs was accomplished as planned. No serious problems with materials development and distribution were noted. However, a few teachers deviated from the teaching procedures recommended in the Teacher's Manual and did not spend the recommended length of time on the ESL activities. In addition, the teachers did not consistently administer interim tests.

The following recommendations are made for the ESL Level I and Level II

Programs on the basis of the evaluation results:

(1) The Bilingual Project staff should revise the Teacher Training Program to include more emphasis on the philosophy and rationale of the programs. Reasons for employing the instructional techniques listed in the Teacher's Manual should also be emphasized.

(2) Teachers should be advised of the expected rate of progress for their classes; the rationale for selecting this rate should be explained to them.

(3) Teachers should be made more aware of the importance of the evaluation phases of the ESL Programs.

(4) All teachers should submit a prospective teaching schedule to the Project Director as soon as practical after the beginning of the school year.

Objectives for the Transitional English Reading Program

1. A set of Transitional English Reading materials based on skills taught in the Spanish Reading Program will be developed and pilot tested during the 1970-71 school year.

The Students

Twenty classrooms, containing approximately 600 students, participated in tne pilot phase of tne Transitional English Reading Program. Eleven classrooms (four first grade and seven second grade classrooms) entered the program in November 1970. An additional group of nine first grade classrooms began tne program in February 1971. Seventeen of the classrooms had received tne ESL Level I Oral English Program during 1969-70 and were enrolled in the ESL Level II Program as well as the Transitional English Reading Program. The remaining classrooms were in the ESL Level I Program.

A control group was not used for comparision with the students participating in the Transitional English Reading Program. Since the program was in tne pilot testing phase, the primary emphasis was placed on development of materials rather than comparison between reading programs.

Measures

No formal interim tests were administered to the students. Instead, a record of every child's progress in the reading booklets was maintained by the classroom teacher. The record included a vocabulary checklist a list of initial and final consonants, and a list of vowels. As the child rogressed through the reading booklets, he received a check on each item aftr demonstrating his ability to read the sound, syllable, or word.

Since none of the classrooms completed the total TransitionalEnglish Reading Program, a criterion test covering all eight reading booklts was not considered appropriate. However, eacn classroom did complete a 24item test

of English words using letters and blends introduced in the first five reading booklets.

Record of Student Progress

The Bilingual Project English Reading Specialist established a record of progress for every classroom participating in the Transitional English Reading Program. The progress of each child in the classroom was recorded by the classroom teacher as the class advanced through the reading booklets. The record of progress contained a list of the vocabulary words, vowels, initial consonants, and final consonants contained in each reading booklet. As each demonstrated his ability to read syllables and words containing these items, he received a check mark and continued in the material. When a student could not read an item, he was given additional assistance by the teacher or aide.

End-of-Year Test Results

Fifteen of the 22 classrooms in the Transitional Reading Program participated in the End-of-Year Testing Program. Four of the classrooms omitted from the testing program (two first grade and two second grade) were designated migrant classrooms and completed their school term prior to completion of the final test form. In addition, the two parochial school classrooms did not participate in the testing program. Finally, one first grade classroom was accidentally omitted from the end-of-year test.

Of the 15 classrooms completing the end-of-year test, three classrooms completed Reading Booklets 1-4, six completed Booklets 1-3, one completed Booklets 1-2, and five completed only Booklet 1. The average scores by classroom on the end-of-year test are presented in Table XXI.

Since the test covered letters and blends from the first five reading booklets, the most any classroom was expected to score was 20 out 24 (four items were taken from Booklet 5). As expected, the classrooms that completed

Booklets 1-4 had higher averages than those that completed fewer booklets. All four of these classrooms had averages of 19.7 or above and a median of 22 or above. In other words, over half of the students in each of these classrooms had scores above the maximum score expected of students completing Booklet 4. The same phenomenon occurred in the other classrooms. The classrooms that completed Booklets 1-3 were expected to score a maximum of 13 points. Instead, the lowest average for these classrooms was 14. Similarly, the classroom that completed Booklets 1-2 were expected to score a maximum of 8, but averaged 10.9. Finally, the classrooms which completed only Book 1 were expected to attain a score of 5. The lowest average for these classrooms was 5.4 and the highest was 10.9.

TABLE XXI

TRANSITIONAL ENGLISH READING

Comparison of Class Average on End-of-Year Test and Reading Booklet Completed

Classroom	Grade	Booklet Completed	Class Average
1	2	4	19.7
2	2	4	23.9
3	2	4	20.8
4	1	4	20.0
5	2	3	17.0
6	2	3	18.6
7	1	3	20.8
8	1	3	14.0
9	1	3	15.5
10	1	2	10.9
11	1	1	10.9
12	1	1	9.8
*13	1	1	5.4
*14	1	1	8.8
*15	1	1	9.7

*Also in ESL Level I Program

Conclusions and Recommendations

Although no interim testing was planned for the pilot phase of the Transitional English Reading Program, the record of pupil progress devised by the Bilingual Project Reading Specialist provided a comprehensive, up-to-date record of each student. However, an interim testing program should be considered in addition to the record of student progress. An interim testing program could provide summary information about the total group of students participating in the program. That is, the record of student progress provides so much information that it is difficult to obtain total class statistics (it is also updated periodically and the old information is deleted).

The end-of-year test indicated that the students are learning to read words in English. However, this test will not be appropriate next year because it only contains items from Booklets 1-5. Furthermore, it does not attempt to measure the students' ability to read and comprehend sentences.

The following recommendations are made for the Transitional English Reading Program on the basis of the evaluation results:

(1) The total Transitional English Reading Program should be field-tested with first-grade students who have completed the Spanish Reading Program in kindergarten.

(2) An interim testing program based on the reading booklets should be developed for the 1971-72 school year.

(3) The record of pupil progress should be continued during the 1971-72 school year.

(4) A comprehensive end-of-year criterion test based on all eight reading booklets of the Transitional English Reading Program should be developed.

C. Social Education

Objectives

1. Four Social Education units will be written in Spanish by the Bilingual Project staff. Six units written in English by the Southwest Educational Development Laboratory will be adapted to the Social Education Program. The Social Education Program will be pilot tested during the 1970-71 school year.

The Students

Twenty classrooms, containing approximately 600 students, participated in the pilot phase of the Social Education Program. Eleven of the classrooms were first grade and nine were second grade. The Social Education Program was designed to reinforce the student's language development in both English and Spanish. Consequently, all students in the program were either enrolled in or had completed Spanish Reading and ESL Level I.

A control group consisting of 26 first grade and second grade students was randomly selected from two elementary schools not participating in the project. The schools were selected because the socioeconomic levels and percentages of Mexican-American students were comparable to the schools in the Bilingual Project.

Measures

The Social Education Program consisted of four Spanish language units (two major units and two review units) and six English language units. An interim testing program consisting of unit tests for seven of the units tests (two Spanish language units and five English language units) was planned. The tests for the Spanish units were to be developed by the Bilingual Project staff and the English unit tests had been developed by the Southwest Educational

Development Laboratory (SEDL).

Tne plans for interim testing were changed when the Social Education Program was implemented in the schools. Unit tests were not administered for eitner of the first two units (Introductory Spanish Unit and First Days at School). Since tne units dealt primarily with role-playing, direct observation (by the Project Director and curriculum writers) was considered more appropriate. Unit tests produced by SEDL were administered after the third and fourth units. Item analyses of these tests indicated that several items on eacn test were ambiguous (more than one answer was logically correct) or of questionable validity (did not measure the concepts they were designed to measure). Consequently, the remaining unit tests from SEDL were not used. However, an interim test for the remaining Spanish language unit was developed and administered.

The end-of-year test, a criterion test constructed by the Bilingual Project staff, was administered to a random sample of students during May 1971. Tne test was administered on an individual basis by a Bilingual Project staff member. The test was presented orally and the answers recorded by the test administrator.

Results of the End-of-Year Testing Program

Seventeen classrooms (nine first grade and eight second grade) in the Social Education Program participated in the End-of-Year Testing Program. A total of 18 first grade students and 16 second grade students were selected for the sample (two students were randomly selected from each classroom).

A control group consisting of 13 first grade students and 13 second grade students was randomly selected from classrooms in two elementary schools not participating in the project. The schools were selected because the socio-economic levels and percentage of Mexican-American students were comparable to

the schools in the Bilingual Project.

Students in the experimental group (project students) and the control were tested using both the Goodenough-Harris Drawing Test and the Social Education End-of-Year Test. Both tests were administered by a Bilingual Project staff member in May 1971.

Tne Goodenough-Harris Drawing Test was used to compare the experimental group and the control group on general ability. Means and standard deviations for tne groups on this test are presented in Table XXII. The expe-imental and control groups were compared using an analysis of variance statistical technique. The results of the analysis of variance are presented in Table XXIII. The statistical test indicated that there were no significant differences between the experimental group and control group when total groups were compared. However, a significant interaction between sex and group revealed tnat the second grade control group girls scored significantly higher ($t < .01$) than any other first or second grade group.

A Social Education Test developed by the Bilingual Project staff was used to compare the experimental and control group students on knowledge of the relationships between themselves, their home and culture, and the school. Means and standard deviations for the two groups on the test are shown in Table XXIV.

An analysis of variance of the Social Education Test (Table XV) indicated tnat there were significant differences between (1) the exprimental groups and control groups, and (2) first grade students and secon grade students. Furthermore, there was a significant interaction between roup and grade level.

Since the analysis of the Goodenough-Harris Drawing Test indcated that first and second grade students differed in ability, it was used s a covariate in an analysis of covariance statistical treatment of the Social ducation

TABLE XXII

GOODENOUGH-HARRIS DRAWING TEST

Means and Standard Deviations

		Experimental Group	Control Group
FIRST GRADE	Boys	Mean = 85.4 S.D. = 8.8	Mean = 87.7 S.D. = 6.7
	Girls	Mean = 88.1 S.D. = 11.7	Mean = 92.4 S.D. = 10.4
SECOND GRADE	Boys	Mean = 96.0 S.D. = 14.7	Mean = 88.0 S.D. = 13.0
	Girls	Mean = 91.1 S.D. = 10.3	Mean =110.2 S.D. = 22.9

TABLE XXIII

GOODENOUGH-HARRIS DRAWING TEST

Analysis of Variance

Source of Variance	Mean Square	D.F.	F-Ratio
Groups	281.285	1	1.773 N.S.
Grade Level	906.567	1	5.713 <.05
Sex	556.549	1	3.507 N.S.
Groups by Grade Level	18.027	1	4.801 <.05
Groups by Sex	761.866	1	0.540 N.S.
Grade Level by Sex	85.656	1	3.580 N.S.
Error	158.696	52	

TABLE XXIV

SOCIAL EDUCATION TEST

Means and Standard Deviations

		Experimental Group	Control Group
FIRST GRADE	Boys	Mean = 13.5 S.D. = 3.6	Mean = 7.3 S.D. = 3.5
	Girls	Mean = 14.9 S.D. = 5.0	Mean = 6.3 S.D. = 1.8
SECOND GRADE	Boys	Mean = 12.4 S.D. = 5.1	Mean = 11.1 S.D. = 3.2
	Girls	Mean = 15.8 S.D. = 7.3	Mean = 12.7 S.D. = 3.0

TABLE XXV

SOCIAL EDUCATION TEST

Analysis of Variance

Source of Variance	Mean Square	D.F.	F-Ratio	
Groups	332.393	1	23.238	<.01
Grade Level	90.248	1	6.309	<.05
Sex	23.844	1	1.667	N.S.
Groups by Grade Level	97.475	1	6.815	<.05
Groups by Sex	15.822	1	1.106	N.S.
Grade Level by Sex	19.193	1	1.342	N.S.
Error	14.304	52		

End-of-Year Test. The purpose of the analysis of covariance was to statistically "adjust" the scores on the Social Education Test for differences in student ability. The results of the analysis of covariance are presented in Table XXVI.

The analysis of covariance indicated that there were significant differences between the experimental group and control group even after the scores were "adjusted" for differences in student ability. In addition, the significant interaction between groups and grade level was also present after the analysis of covariance. The differences noted in the analysis of variance between first and second grade students was not significant at F=.05 after the covariate judgment. However, the difference was still significant at F<.07.

In conclusion, the analyses of the Social Education Test revealed that the experimental group had significantly higher scores than the control group. Second grade students had significantly higher scores (F<.07) than first grade students even after the scores were "adjusted" for differences in ability. Apparently, another factor such as experience or maturity enabled second grade students to achieve higher scores. A significant interaction between group and grade level was found because (1) the first grade experimental group had much higher scores than the first grade control group, and (2) the second grade experimental group and control groups were not significantly different after the covariate adjustment.

Conclusions and Recommendations

The results of the Social Education End-of-Year Test indicated that students participating in the Social Education Program had a greater knowledge of the relationships between themselves, their home and culture, and the school. The difference between the experimental and control groups was not

TABLE XXVI

SOCIAL EDUCATION TEST

Analysis of Covariance

Source of Variance	Mean Square	D.F.	F-Ratio
Groups	367.670	1	26.878 $<.01$
Grade Level	47.184	1	3.452 N.S.($<.07$)
Sex	9.059	1	0.663 N.S.
Groups by Grade Level	91.076	1	6.662 $<.05$
Groups by Sex	33.537	1	2.453 N.S.
Grade Level by Sex	13.442	1	0.983 N.S.
Error	13.670	51	

as large at the second grade level, indicating that a variable such as maturity or school experience influenced their scores.

The implementation and supervision of the Social Education Program was accomplished as planned. Materials development schedules were generally maintained, and all of the planned units were completed. Observation by the Bilingual Project staff and teacher reports indicated that the program met its objectives. However, difficulties were encountered with the Interim Testing Program.

The following recommendations are made for the Social Education Program on basis of the evaluation results:

(1) An interim testing program consisting of end-of-unit objective tests should be developed for the 1971-72 Field Test Program.

(2) Additional measures, such as attitudes toward self and school, should be considered in order to assess the impact of the Social Education Program in the affective domain.

APPENDIX A

Bilingual Project Administrative Staff

BILINGUAL PROJECT STAFF

PROJECT DIRECTOR - A. R. Ramirez
Twenty years experience as teacher, principal,curriculum director, and college instructor; directed Title III project which developed ESL Level I and Level II ROCK materials used in the Bilingual Project. This is his second year as Project Director for the Region One Bilingual Project.

MATERIALS PRODUCTION COORDINATOR - Ricardo R. Chapa
Experience includes classroom teacher, principal, director of private school in Honduras, and consultant for a bilingual project in Lansing, Michigan.

TEACHER TRAINING COORDINATOR - Allen Barnes
Presently on sabbatical from South Dakota State University where he is Dean of the School of Arts and Sciences; holds a doctorate in Spanish History and is bilingual.

PROJECT EVALUATOR - Thomas H. Linton
Experience includes internship with an educational research organization (Teaching Research, Monmouth, Oregon) and research associate with ERIC/CRESS; holds a doctorate in Educational Administration/Research.

READING SPECIALIST - Lydia Miller
Experience as classroom teacher (first grade) and as the director of two reading clinics in the Houston Public Schools.

PRIMARY SUPERVISORS - Corina Lozano, Oralia Rivas, Virginia Gilbert and Carmen Lydia Clagett
All have experience in teaching at the primary level and are bilingual. Three of the supervisors have been with the project since its inception.

KINDERGARTEN SUPERVISORS - Carmina Garza and Beverly Pritchard
Both supervisors have experience in kindergarten teaching. One is a certified teacher in Mexico with a one-year internship in Montessori teaching methods in Italy.

ARTIST/ILLUSTRATOR - Virginia Bruce
Experience includes primary level teacher and commercial illustrator. This is her second year with the Bilingual Project.

COMMUNITY LIAISON - Estella Salinas
Experience includes social work, work with parent groups, and community involvement work.

SITE AIDES - Gloria Campos, Evangelina Castillo, Maria Enriques and Viola Vera
Each has had experience either as a teacher aide or in the control and accountability of materials.

APPENDIX B

Materials and Equipment

for

Bilingual Project Components

SPANISH READING

INSTRUCTIONAL MATERIALS

Teachers Manual
Alphabet Trays and Loose Letters
Vocabulary Cards
Sound-Letter Correspondence Cards
Workbooks (8), "Sonidos, Letras y Palabras"
Bingo Game

MEDIA EQUIPMENT NEEDED

None

ENGLISH AS A SECOND LANGUAGE LEVEL I

INSTRUCTIONAL MATERIALS

Teacher's Plan Book
Manual with 128 Language Lessons
Filmstrips Synchronized with Records
Puppets and Masks
Song Recordings
Audio-Flashcards
Objects for Teaching Lessons
    a. Small Objects Bag
    b. Puppet Bag
    c. Big Object Bag
    d. Kitchen Objects Bag
    e. Paper Pack
Booklets
    a. Illustrations of Audio Flash Cards
    b. Index of Sentence Patterns
    c. Language Card Index
    d. Mask Booklet
    e. Puppet Booklet
    f. The First Week

MEDIA EQUIPMENT NEEDED

Tape Recorder (EFI or Bell & Howell Machine for language cards)
Overhead Projector
Filmstrip Projector/Record Player

ENGLISH AS A SECOND LANGUAGE LEVEL II

INSTRUCTIONAL MATERIALS

Teacher's Plan Book
Manual with 116 Language Lessons
Illustrations for Lessons
Objects for Teaching Lessons
- a. Kitchen Objects
- b. Paper Objects
- c. Puppet Bag
- d. Toys

MEDIA EQUIPMENT NEEDED

None

TRANSITIONAL ENGLISH READING

INSTRUCTIONAL MATERIALS

Teacher's Guide
Alphabet Trays and Loose Letters
Vocabulary Cards
Sound-Letter Correspondence Cards
Workbooks (8), "English Encoding Exercises"
Word Games

MEDIA EQUIPMENT NEEDED

None

SOCIAL EDUCATION

INSTRUCTIONAL MATERIALS

Teacher's Manual
Units (6 from SEDL, 4 from Bilingual Project)
Transparencies
Audio Tapes
Filmstrips
Pictures
Cutout Picture Sheets
Student Worksheets
Class and School Photograph
Costumes
Stories

MEDIA EQUIPMENT

Filmstrip Projector
Tape Recorder
Overhead Projector

APPENDIX C

Status of Objectives for 1970-71

A. Review of Activities for 1970-71

1. Program Management

a. The degree to which the 1970-71 product/process objectives have been attained:

(1) Staff Development (Product)

(a) Objective: The project director will identify the objectives for the Bilingual Project and develop a staff with the technical competence to accomplish the objectives.
Present Status: The project objectives were identified on the basis of feedback from parents, teachers, and the results of field tests conducted during the 1969-70 school year. All staff positions delineated in the organizational structure were filled with qualified personnel. Two staff vacancies, one temporary and one permanent, occurred. In one instance, a primary supervisor was involved in a car accident. She was hospitalized for 4 weeks and will not be able to resume a full classroom visitation schedule this year. In the other instance, a primary supervisor resigned to accept a position with a school district. Consequently, for the past 3 months, only two of the proposed four primary supervisors have been available to assist the teachers participating in the Bilingual Project.

(2) Staff Development (Process)

(a) Objective 1: Staff needs and qualifications will be determined for the three program components. Qualified persons will be hired to fill the positions provided for in the organizational structure.
Present Status: This objective was met. For a more complete discussion, see Objective 1 under Staff Development (Product).

(b) Objective 2: A formal communication system will be established within the organization.
Present Status: Communication channels have been established between the staff and project director. A distribution list for written reports has been compiled (example: reports from the primary supervisor go to the coordinator of supervisors, then to the project director with copies of report distributed to the program evaluator and teacher training coordinator).

(c) Objective 3: Job description will be written and distributed to each staff member.
Present Status: Job descriptions and areas of responsibility were delineated by the project director in a staff meeting in August 1970.

(d) Objective 4: Time schedules will be developed for materials development and evaluation within each program component.
Present Status: Activities calendars are on display as stated. However, fixed evaluation schedules have been modified on the basis of experience. Since the classrooms participating in the project have not all progressed at the same rate, interim evaluation has been scheduled upon completion of a selected checkpoint in the materials rather than on fixed calendar dates.

(e) Objective 5: Inventory schedules will be established to control educational materials distributed to the schools.
Present Status: An inventory control board is on display in the project headquarters. Materials distributed to each teacher are posted on this board. An inventory of materials assigned to each teacher was conducted by the teacher training coordinator in February 1971.

(3) Community Involvement (Product)

(a) Objective 1: The community at large will indicate a positive attitude toward the Bilingual Project by taking part in activities connected with the program as detailed in the process of all programs:

a) Mothers: a selected number will act as classroom aides.
b) Mass Media: will disseminate information as noted under community liaison activities.
c) Business and Professional Community: will cooperate through service clubs in the activities noted for liaison.
d) General Community: will express approval as noted in community liaison activities.

Present Status:

a) Mothers from within the community are presently acting as aides in the classroom. Each mother serves as an aide for approximately 3 months. Thus, each classroom has three different mother aides in the course of the school year.
b) Information about the program has been disseminated to the community through the mediums of television, radio, and newspaper. The project director has appeared on two Spanish language television programs and two Spanish language radio programs. In addition, four Spanish language television programs have presented 15-30 minute demonstrations of the programs within the Bilingual Project (Spanish Reading, ESL, and Social Education). Finally, four newspaper articles have appeared in Valley newspapers.
c) Meetings with the Lions Club in Mission, Texas and the Kiwanis Club in Edinburg, Texas were conducted by the project staff. In addition, a meeting will be held with the directors of migrant projects in South Texas (20 directors) on March 31.
d) A random sample of the parents in each community participating in the project have been interviewed. Results indicated that 90% of the parents approved, 5% were not interested or not aware of the project, and 5% disapproved of the project.

(4) Community Involvement (Process)

(a) Objective 1: The community liaison for the project will contact the parents of every child involved in the program during the month of September or October to acquaint them with the aims of program . . . .
Present Status: Parent meetings were held by the community liaison and the project director in each community participating in the project. Parent committees were organized in each community to act as advisory boards for the project.

(b) Objective 2: All parents will again be contacted by the community liaison staff member in January or February. At this time, at least one sample of their child's work in both English and Spanish will be shown to them. Parent's attitudes toward the program will be assessed at this time.
Present Status: On the basis of advice from the parent committees, the community liaison interviewed a random sample of parents within each community. A total of 40 parents were interviewed. The results indicated that 36 (90%) approved, 2 (5%) were not interested or were not aware of the project, and 2 (5%) disapproved of the project. Many of the parents who approved of the project stated that they were working with the child on his lessons and were learning along with the child. Both the parents who disapproved of the project felt that too much time was being spent teaching the children in Spanish. Both preferred that their children be taught only in English. These parents were referred to the project director for further discussion of their feelings.

(c) Objective 3: Principals will be asked to contact the project community liaison as soon as possible whenever any significant negative feedback from a parent or member of the community is reported to him. The liaison will contact the person and make a written report on the meeting to the director within a week.
Present Status: No negative reports have been submitted by any of the school principals.

(d) Objective 4: At least once a month some contact with the public or a segment of it will be arranged by the project community liaison . . . . Its purpose will be to create a positive image of the Bilingual Program and its benefits.
Present Status: See Community Involvement (Product), Objective 1.

b. An analysis of successes and failures in meeting performance objectives.

The project was successful in meeting most of the objectives for staff development. A staff was assembled and organized as specified. However, circumstances (i.e. the loss of two primary supervisors) forced some modification in the responsibilities and job assignments of other staff members.

b. (Continued)

The Community Involvement program was successful in stirring parent interest and acceptance for the Bilingual Project. The degree of success in this area was demonstrated by the number of parents who participated in the project, both as members of parent committees and as classroom aides. Other areas of the program experienced varying degrees of success. The use of mass media was well received by parents and should be expanded next year. However, too little emphasis was given to the dissemination of information to school personnel not directly involved in the project (superintendent, school board, etc.).

c. Modification of Long Range Objectives

A Coordinator of Bilingual Projects will be appointed to plan inter-project coordination between Bilingual Projects within Region One.

d. Modifications or Refinements of the Program

The Community Involvement component will direct additional attention toward including school personnel not directly involved in the Bilingual Project. This dissemination effort will be coordinated with other Bilingual Projects within Region One.

e. General Assessment

Interest in the Bilingual Project has been much greater within the general community than anticipated. Parent interviews conducted by the project staff indicate strong support for the project. In addition, radio and television stations have shown interest in presenting programs about the project.

2. Spanish Reading

a. The degree to which 1970-71 product/process objectives have been attained:

(1) Instruction (Process)

(a) Objective: The Milleret specialist from Mexico City will visit everyclassroom in October and January to determine the congruence between the methodology actually being used and the theoretical Milleret methodology, using the checklist developed in the first year of the program. Any area in which there is significant discrepancy will be examined by professional staff involved for possible revision of Teacher's Manual or materials.
Present Status: The Milleret specialist was not able to meet with the project staff until March because of personal problems. In addition, a comparative rating of teachers participating in the project was not feasible. (The teachers had very negative feelings about being compared.) Consequently, only general observations based on sample visitations were made by the Milleret specialist. Her report indicated that teaching differences were due to a shift in emphasis from teaching individual sounds to teaching whole words.

(2) Development of Materials (Product)

(a) Objective: The following materials were developed during the first year of the program, and will be field tested and revised as needed this year: Teacher's Manual, transparencies, exercise books, readers, alphabet trays, flash cards, language cards, picture cards, and teacher training film . . . . The written report of one consultant outside of Region One staff who is knowledgeable in bilingual reading methods and materials will be secured.
Present Status: Test results and teacher feedback during the 1969-70 school year indicated that less emphasis should be placed on individual sounds and more emphasis on whole words. Consequently, the workbooks, exercise books, readers, Teacher's Manual, and transparencies were revised to place emphasis on the whole-word approach. The alphabet tray was modified for more rapid production and easier use. Illustrations were added to the materials to help the children expand their vocabulary. A bilingual consultant reviewed the materials in late March and submitted a written report to the project director.

(3) Development of Materials (Process)

(a) Objective 1: All teachers involved will attend a preservice workshop given by Region One staff members in August. During this time, they will become familiar with the materials and methodology of the program.
Present Status: All teachers participating in the project attended the first day of the workshop. Five teachers from one school had conflicting duties at their school the second and third days and did not attend. The project staff worked with them during September to help compensate for the portions of the workshop that they missed.

(b) Objective 2: A supervisor from Region One will be assigned to each classroom, and will visit at least semi-weekly. She will observe the teaching situation in the light of the author's checklist for methodology and the teaching film, demonstrating and discussing as necessary. She will also check the Teacher's Manual to note any teacher notations on specific lessons, discuss them with the teacher, and make notations in her own manual. A supervisor's report will be made of each visit.
Present Status: The project's primary level supervisors have visited the classrooms an average of once per week. Although the objective called for semi-weekly visits, lack of supervisory personnel (See Staff Development - Product) made this part of the objective unattainable. Supervisor reports for each visit are on file in the teacher training coordinator's office.

(c) Objective 3: After all classrooms assigned to her have completed a unit, including the unit tests, the supervisors will (1) give copies of those pages of the manual containing significant teacher comments and her own comments to the director, (2) give interim test results to the project evaluator.
Present Status: Because of a lack of supervisory personnel (See Program Management, Staff Development - Product), supervisor visits could not be conducted weekly after November. Consequently, the reporting procedure was modified to allow teachers to submit weekly commentaries in writing to the project coordinator of teacher training. The teachers were asked to report any comments about the lessons and the Teacher's Manual. Interim test results were submitted along with the weekly report.

(d) Objective 4: Trial revisions will be made as a result of supervisor consultations with teachers or inter-staff communications at the semi-weekly meeting. These suggestions will be filed for final revision in June.
Present Status: Feedback from the teachers has been received through (1) teachers' written weekly commentaries, (2) consultations with supervisors, and (3) meetings with the project director. Feedback from the supervisors is received from supervisor's reports and from discussions at staff meetings. Staff meetings have been conducted weekly or bi-weekly (see Staff Development (Process), Objective 3). Revisions include printed bingo games (replacing optional teacher-produced games), changing teaching sheets to include materials which can be made into transparencies, supplementary flash cards, and sentence strips.

(4) Staff Development (Product)

(a) Objective: The teachers will demonstrate their ability to function effectively while using the adopted Milleret methodology and materials in a 20 minute live or video-taped teaching demonstration in their own classroom. Ninety percent of the teachers will be judged "acceptable" by scoring 90% or better on an objective checklist.
Present Status: This objective has been altered because many of the teachers in the project found the idea of direct comparative ratings repugnant. Consequently, the following indirect methods of determining teacher effectiveness were utilized. Project supervisors visit each teacher at least bi-weekly and file written reports of their observations. In this way, a year long file is provided on each teacher. In addition, the rate of progress of each teacher is monitored on a weekly basis. Finally, interim testing of students provides another dimension to the overall picture of each classroom.

(5) Staff Development (Process)

(a) Objective 1: All teachers must be functionally bilingual or work with an aide or assistant who is. This will be established by a "Baseline Date on Teacher" instrument.
Present Status: Baseline data indicated that 32 of the 39 teachers participating in the Spanish Reading program are bilingual while seven of the teachers can speak some Spanish, but are not fluent. These seven teachers have made arrangements for other teachers to teach Spanish Reading to their students.

(b) Objective 2: Preservice workshops and supervisory activities as detailed under Development of Materials - Process will be carried out. The supervisor's report there will be turned in to the program evaluator after each visit.
Present Status: This objective has been completed. See Development of Materials - Process, Objective 1 for a detailed description.

(c) Objective 3: Semi-weekly meetings of the staff involved, including the Milleret specialist from Mexico, (during October and January visits) will discuss problems arising from methodology, materials, or other program related areas. Written reports of these meetings will be submitted to the director for action/or filing for future action.
Present Status: Experience indicated that weekly meetings are more efficient because of the problem of scheduling meetings so that staff members can attend. Written reports have not been submitted because the project director has attended all meetings and received the feedback directly from staff members.

b. An analysis of the successes and failures in meeting performance objectives.

Interim test data indicate that students in approximately 80% of the classrooms are performing at or above expected performance levels. Several factors have contributed to disrupt the progress of some of the classrooms. For example, a diphtheria outbreak at one school disrupted classes for a period of approximately 3 weeks. In addition, four teachers participating in the Spanish Reading program resigned during the year. Since the new teachers had to be trained to use the Spanish reading materials, a certain amount of confusion was injected into the learning situation.

The Milleret specialist from Mexico was not able to consult with the project staff in October and January as planned because of pressing personal problems. During her visit in March, she was unable to visit all classrooms because of time constraints. She observed two classrooms selected by the project director and reported that the basic teaching techniques differed from the Milleret technique primarily because the Bilingual Project has shifted emphasis from individual sounds to whole words. The Milleret specialist was very impressed with the progress of the students using the whole word method of instruction and indicated that she would recommend a similar approach at her kindergarten in Mexico City.

b. (Continued)

All objectives dealing with materials development were successfully met. However, a shortage of supervisory personnel made it necessary to modify teacher reporting procedures. The primary modification, the weekly teacher commentary, has proved to be a valuable source of teacher feedback and may be retained next year as an additional information source.

Although most of the objectives for staff development were met, an objective rating of the teachers was not feasible. The project director decided that the continuity of the program was more important than a direct rating of each teacher. Indirect procedures such as supervisor's reports and interim testing plus weekly monitoring of the rate of progress in the lessons have provided continuous feedback about each classroom. Consequently, the cancellation of direct rating of the teachers has in no way affected the progress of the Spanish Reading program.

c. Modification of Long Range Objectives

Although we were able to begin Spanish reading during the first month of school, 10 of the 23 kindergarten classes did not complete the course. We feel that this is due more to the fact that we provided inadequate training for the teachers than to a miscalculation in establishing the objectives.

Only in the case of first grade children who have not attended a bilingual kindergarten will the objectives be modified to provide for instruction in English reading to begin in January. Instruction in Spanish reading will continue, but the time will be shared with English.

d. Modifications or Refinements of the Program

Since materials for teaching Spanish reading are now available, only slight revisions are anticipated. One of the bilingual supervisor/consultants will have responsibility for distributing materials, training the teachers, and keeping records on the progress made by the pupils. The site aide at each school will assist her with the distribution of materials and the recordkeeping. A teacher training package will be developed to help the consultant with that important task.

The use of alphabet trays has supplanted writing as a reinforcing activity in reading. Kindergarten children will begin writing as soon as they wish and are able, but it will be unrelated to the reading instruction.

e. General Assessment

One of the bigger surprises was the success of the alphabet trays. A more attractive plastic tray was developed for use this year. We found that they can be used as soon as the children have learned the first three letters--a, i, m. Those letters are then given to the children for storage in the tray. This provides practice in visual discrimination and in learning alphabetical order. When asked to form syllables with

e. General Assessment (Continued)

the letters, the child gets practice in auditory discrimination and in left to right progression. Every time he returns the letters to their proper places he practices the two skills mentioned earlier.

Another discovery was the use of the overhead projector to flash words on the screen for the purpose of encouraging the children to read words as units rather than as a series of syllables. Eventually, this practice will include flashing phrases and short sentences.

Still another unexpected development was the discovery that children who have begun English reading before completing the Spanish course are able to transfer English consonants to Spanish automatically. This is especially true of the k, y, w, ce, and others that are taught in the last part of the Spanish course.

There are many reports of vocabulary development and reading skills being shared at home. Parents and older brothers and sisters who have learned to read are learning from the materials taken home by the younger pupils.

Aside from its utility, the acquisition of reading skills in the native language has meant a great deal to the pupils. Their self-image is immeasurably brightened by being able to perform reading tasks that many of their older friends and relatives are unable to do. We feel that when kindergarten children begin their English reading they will do so with confidence because they know they can read.

The decisions of three different schools to adopt our methods or materials lend support to our claim of success. In Mexico City, the Jardin de Ninos Milleret changed its method of instruction from large group to small as a result of the experiences of their teachers in our project last year. The Mission Independent School District has decided to teach Spanish reading by our method in all of their kindergartens beginning in 1971-72. They will do this at their own expense--a decision reached after seeing our program in operation in one of their schools. And the Pharr-San Juan-Alamo Schools have been assured of funding through Title VII for a bilingual project using all of our materials and methods. Other schools are considering using parts or all of these materials but definite decisions have not been reached as of this writing.

3. English as a Second Language

a. The degree to which 1970-71 product/process objectives have been attained.

(1) Instruction (Process)

(a) Objective 1: Teachers will schedule activities suggested in the Teachers Manual for three hours each day. These activities will be carried out using the components of the kit as suggested in the manual. In doing so, the following types of activities will be carried out: (1) Basic Lesson - objects and pictures, (2) Aural-oral language cards, (3) Filmstrips - records, (4) song recordings, (5) Showing time, (6) Cooking, (7) Creative writing, (8) Games, (9) Bingo interim plateau tests, and (10) Seatwork.

(a) (Continued)

Present Status: Because of requirements by the local school boards for presenting several subjects not related to the Bilingual Project, teachers have not been able to devote three hours per day to the activities listed for ESL. Records indicate that the classrooms spent an average of 1 hour and 45 minutes per day on ESL related activities.

(b) Objective 2: Supervisor's reports will indicate areas that are not being carried out effectively and the means that the supervisors are using to improve the situation.
Present Status: Supervisor's reports are made after each classroom visit. Information reported by the teacher is recorded together with the supervisor's observations during the visit. Any problem areas the supervisor cannot resolve are referred to the project director immediately. A file of supervisor's reports on each teacher is located in the office of the Teacher Training Coordinator.

(c) Objective 3: Reading in English - - The teacher of grade 2 at Lamar Demonstration Classroom and other selected classrooms will schedule selected pupils who have mastered ESL Level I and Spanish Reading to work with the individualized programmed instruction course in the reading of English. The aide will keep a record of the time spent by each pupil with the materials. The reading specialist from Region One will spend about half her time working with the teacher and pupil in the classroom, giving individualized teacher made tests after each unit, and making diagnostic reports to the director.
Present Status: The concept of a programmed course in reading for selected students has been changed to utilize a more flexible approach based on the use of individualized instruction for all students in the classroom. The Region One reading specialist assisted teachers in 20 classrooms (10 second grade and 10 first grade) during the year. She visits each classroom once each week, demonstrating the teaching materials and observing the teachers. She keeps evaluative data on each student as the class progresses through the materials. The present status of students in the Reading Program is described under Instruction (Product), Objective 2.

(2) Development of Materials (Product)

(a) Objective 1: The ROCK Kits (Region One Curriculum Kit) Level I and Level II, developed during the last three years by the Region One Curriculum Division will be used in the teaching of English as a Second Language, and no major modifications in teaching materials are planned. Some revisions may be necessary in the Teachers Manual. The only need apparent at the present time is for a Supervisor's Record Book. Pupil achievement as detailed under Instruction (Product), and teacher judgment as detailed under Development of Materials (Process), will be used in further evaluation of the ROCK Kits.
Present Status: No revisions of the ROCK Kits were undertaken this year. The Teachers Manual is presently being analyzed by

(a) (Continued)

Mr. Eddie Hanson, one of the writers of the H-200 ESL Program from which the ROCK Kits were derived. No revisions have been made to date, but a file of suggested changes (from teachers and supervisors) is located in the office of the project director. Evaluation of the effectiveness of the ROCK materials is detailed under Instruction (Product), Objective 1. A discussion of the plans for development of a Supervisor's Record Book is contained in Objective 2 below.

(b) Objective 2: The program evaluator, working with the supervisors and director, will develop a model Supervisor's Record Book which will (1) provide data for use of evaluation of feedback, (2) serve as a model for supportive personnel (supervision) working with the ROCK materials in the future. A consultant will evaluate the book.
Present Status: This objective has been discontinued at this time because: (1) time and staff personnel were limited and were assigned to higher priority objectives, and (2) doubt as to the feasibility of a Supervisor's Record Book as described in this objective. Future disposition of this objective will be determined during the summer.

(c) Objective 3: Experimental materials for a supplementary programmed course in the reading of English will be begun by the staff of Region One. It is intended for children who have completed ESL Level I and Spanish Reading. By the end of this year, a set of filmstrips and supporting pupil materials will be developed, which will present contrastively the phonemes of the English and Spanish vowels in the setting of non-contrasting consonants. These filmstrips and supplementary pupil materials will be for use in the Dorsett teaching machine. The evaluation of the materials will be done by an outside consultant.
Present Status: The materials developed to date reflect a change in the vehicle selected to teach reading of English. The materials are not programmed, but rather emphasize individualized practice (where each child works independently in areas the teacher has determined that he needs extra practice). In order to determine pupil needs to be included in the filmstrips, related materials (booklets, games, supplementary materials) were developed initially and are being pilot tested. The material to be included in the filmstrips will be derived from the pilot study of the related materials. They will be designed to provide individual help for students with common problems identified by the pilot study.
Materials developed to date include:
5 booklets
120 vocabulary cards
alphabet trays
120 sight/symbol cards
3 word games (Discovery Phonics, Crossword, and Make-A-Word)

(c) Objective 3 (Continued)

Three more booklets are planned with accompanying vocabulary cards, sight/symbol cards, and games. No filmstrips have been developed. A consultant from the University of Southern California (Dr. Robert Kaplan) completed a linguistic sequence check of the materials on March 2. An additional evaluation of the materials was conducted by Dr. Richard Venexky, University of Wisconsin, on March 31, 1971.

(d) Objective 4: A set of two films and several filmstrips (3-5) based upon problem teaching areas already isolated through field testing will be developed and produced by the staff of Region One and the supporting media staff of the service center.
Present Status: Two films have been shot and are now in the editing stage. Two programs (the audio portions of sound filmstrip programs) have been completed, but the filmstrips themselves have not been made.

(3) Development of Materials (Process)

(a) Objective 1: A Supervisor Record Book will be developed by the program evaluator, supervisors, and director. This will aid the staff in (1) noting the isolation of problem areas encountered, and action taken in their solution in each classroom visited, as well as follow-up action planned . . . .
Present Status: This objective has been discontinued. See Development of Materials (Product), Objective 2 for a more detailed discussion.

(b) Objective 2: Supplementary programmed course in reading of English. Using the linguistic method of teaching reading as basic philosophy, and the components developed in the Region One teaching of Spanish reading as the basic format, the staff will develop a set of programmed teaching materials suitable for individualized instruction on a Dorsett teaching machine... A recognized reading consultant will make an evaluation of the materials in December and June; giving both an oral and a written report of the strengths and weaknesses of the materials and of any apparent weak points in the process of development, evaluation, or modification of materials using his professional judgment as the criteria.
Present Status: The use of programmed teaching materials for teaching English has been deleted and individualized practice substituted (i.e. each child works independently, using a variety of materials, in an area the teacher has determined that he needs extra practice). The developmental process followed by the project staff has been to create prototype booklets and supporting materials and to use them in pilot test situations. The results of the pilot tests will indicate the types of problems the filmstrips (not yet developed) should be geared to solve. Reports from teachers and evaluative data (on file with the reading specialist) also are providing a basis for revising

(b) Objective 2 (Continued)

the prototype reading booklets. The reading specialist keeps individual evaluative records for each student in the pilot program. See Development of Materials (Product), Objective 3 for a discussion of consultants for the program.

(c) Objective 3: Films and filmstrips for staff development. Using knowledge of problem areas of ESL teaching gained during the last three years of field testing, a series of filmstrips will be developed and produced by the Region One staff, including supportive media staff from this educational service center. Miniteaching situations, using both Region One staff members and experienced teachers in the field, will be videotaped, and a commentary sound track added where necessary. Technical evaluation will be made in a written report by a local professional, using his professional judgment as a criteria. Pedagogical evaluation will be made in a written report by an outside consultant qualified in ESL teaching techniques. Applicability to local situations will be evaluated by the teacher after seeing the films at local meetings.
Present Status: Videotape equipment was not available to the project. Still pictures will be substituted for the videotapes. Two sound programs for the filmstrips have been written, but the filmstrips have not been completed. Technical and pedagogical evaluation will be accomplished when the materials have been completed.

(4) Staff Development (Product)

(a) Objective 1: Teacher - terminal behavior. Ninty percent of the teachers will demonstrate their ability to function effectively in a learning experience oriented classroom by rating 3 (on a 5 point scale) in 7 of the 10 areas of ESL instruction (see Instruction, Process, Objective I) in the judgment of both the supervisor and another Region One staff evaluator. . . .
Present Status: This objective has been modified because a majority of the teachers in the project objected to comparative ratings. Consequently, the following indirect methods of determining teacher effectiveness were used. Project supervisors visit each teacher at least bi-weekly and file written reports of their observations. In addition, the rate of progress of each teacher is monitored on a weekly basis. Finally, interim testing of students provides another dimension to the overall picture of each classroom.

(b) Objective 2: Site aides - terminal behavior. Similar objectives and instruments as those used for teachers will be part of the product objectives. Mothers of pupils involved will be trained as aides. There will be one site aide per school.
Present Status: This objective was not stated correctly. Site aides could not be evaluated using instruments similar to those designed for the teacher because her job is different from that of the teacher. Site aides have not been rated using an objective instrument. All site aides have performed their assigned duties satisfactorily in the judgment of the project staff.

(c) Objective 3: All supervisors will observe teachers and record their observations. They will also assist teachers with any problems and will provide demonstrations of proper uses of ROCK materials. All such assistance will be recorded in the supervisor's report. The supervisor's reports will provide materials for future workshops and/or manuals for supervisory personnel.
Present Status: Supervisors have visited each classroom weekly in most instances, and at least bi-weekly despite a shortage of supervisory personnel (see Program Management, Staff Development - Product). Supervisor's reports of all visits are on file in the office of the Coordinator of Teacher Trainers.

(5) Staff Development (Process)

(a) Objective 1: Supervisors Activity. A supervisor from Region One will be appointed by the coordinator for each classroom. She will visit the classroom at least semi-monthly, concentrating her assistance on observations, demonstrations, and discussions which will help the teacher and aide to use the ROCK materials. . . After each visit the supervisor will fill in the supervisor's report, in which she will indicate the isolation of the problem she is trying to help the teacher or aide solve, and her own behavior response to the problem. The report will also indicate any interim tests given since her last visit. A three-day workshop in August will be planned by the Region One staff for teachers using ROCK teaching materials.
Present Status: Personnel shortages (See Program Management - Staff Development, Product) made it impractical to appoint supervisors for each classroom. Supervisors have visited schools as their schedules and the teacher's needs dictate. Visits have been weekly in most instances, and at least bi-weekly. Supervisor reports of all visits are on file in the office of the Coordinator for Teacher Training. As indicated previously (See Instruction (Process), Objective I) plateau tests are sent directly to the Coordinator for Materials Development. The August workshop was planned and conducted as scheduled (See Spanish Reading, Development of Materials (Process), Objective I for details of the August workshop).

(b) Objective 2: Program evaluator's and community liaison's activities. These two staff members will provide appropriate professional and semi-professional feedback to Region One professional staff, teachers, and administrators involved in the project.
Present Status: Copies of all reports submitted by the program evaluator are on file with the project director. The activities of the community liaison have been discussed previously under Program Management, Community Involvement (Product), Objective I, and Community Involvement (Process), Objectives 1-4.

b. An analysis of successes and failure in meeting performance objectives.

Teachers using Level I and Level II ESL materials have not been able to devote 3 hours per day to ESL activities because of requirements for teaching additional subjects. In addition, teachers were expecting complete mastery of each lesson by all students. (According to Mr. Eddie Hanson, co-author of the H-200 ESL Program, the lessons should be presented at the rate of one per day. Complete mastery of each lesson is not necessary since succeeding lessons contain planned redundancy.) These two factors combined to reduce the teacher's rate of progress in the ESL lessons.

The Transitional English Reading Program has progressed more rapidly than expected and was pilot tested during the spring semester. A variety of materials have been developed emphasizing an individual practice approach. Two consultants have reviewed the materials and submitted evaluative reports.

All but one of the materials development objectives are being met as scheduled. However, the objectives of developing a model Supervisor's Record Book has been discontinued because (1) time and staff were limited and were assigned to higher priority objectives, and (2) doubt as to the necessity of a model Supervisor's Record Book.

Several of the staff development objectives were modified because of unforseen circumstances. Supervisors were not assigned specifically to individual classrooms because staff attrition limited the number of supervisors available for observing the classrooms during the major part of the school year. Objective rating of teachers were not considered feasible because, in the judgment of the project director, there would be adverse reactions which would be detrimental to the project. Indirect procedures for monitoring the classrooms have yielded continuous feedback without interfering with the working relationship between the teachers and project staff.

c. Modification of Long Range Objectives

No change in the objectives for the oral ESL program is anticipated. However, a second year Transitional English Reading program is planned. This program will enable students to make the transition from the Bilingual Project English reading program to the school basal reading program.

d. Modifications or Refinements of the Program

One supervisor/consultant will be responsible for all Level I ESL activities---distribution of materials, teacher training, and progress reports.

While some revisions are undoubtedly necessary, the changes will appear as additions to the materials. One activity, "Sharing Time", has proved to be an invaluable technique for developing fluency and expression, if practiced daily. Instructions to this effect will be prepared and distributed to the teachers.

e. General Assessment

There is almost unanimous teacher support for the teaching materials. Enthusiasm for the course grows slowly, however. Many teachers indicate a reluctance to accept the method as recommended until the pupils begin to outperform previous classes that did not take the course.

Acceptance of the two ROCK Kits nationwide is verified by the sales records of the distributor of these materials, The Melton Book Company of Dallas. There are now over 700 classrooms using those ESL lessons and activities in all parts of the country.

4. Multicultural Social Education

a. The degree to which 1970-71 product/process objectives have been attained.

(1) Instruction (Product)

(a) Objective: The students will receive instruction in both English and Spanish, concentrating on the following social education concepts:

The Individual - Who is he?
The Individual and other people
How people are alike
How people are different

Present Status: The Multicultural Social Education Program is presently being pilot tested in 20 classrooms (12 first grade and 8 second grade). The first year program consists of 8 units and 2 review units. The concepts for each unit are:

Unit/Language	Concept
Introductory unit (Spanish)	The child belongs to 3 groups - family, school, and class - each unit with their respective rules.
First Days in School (English)	Role of the school and school personnel in the life of the child.
All About Me (English)	The self; personality characteristics, individual differences.
Speaking of Families (English)	Family structure; family differences and changes.
Review Unit (Spanish)	Review concepts.
Cambios (Spanish)	Individual changes through the years; family and social customs and traditions which affect individual and family changes.

(a) Objective: (Continued)

Let Me Know (English)	Modes of cummunication; i.e. gestures, speech, pictures, words, writing.
We Learn Through Our Senses (English)	Ways we learn using our five senses.
We Learn from Others (English)	Ways we learn from parents, teachers, people from other cultures.
Review Unit (Spanish)	Review Concepts.

(2) Instruction (Process)

(a) Objective 1: Social studies lessons developed by the Region One staff, supplemented by materials previously developed by Southwest Educational Development Laboratory (Austin, Texas) will be used in classroom instruction. The methodology detailed in the Teacher's Manual will be followed in presenting the lessons.
Present Status: The social education units developed by the Bilingual Project and the units previously developed by the Southwest Educational Development Laboratory are listed under Instruction (Process) above. The methodology to be used in presenting the units was demonstrated to the teacher during a workshop conducted in August 1970. Detailed directions for presenting each unit have been provided, together with supervisory assistance from project personnel. Supervisor's reports indicate that the teachers are following the methodology described in the Teacher's Manual.

(b) Objective 2: The teachers will present the unit in the language specified by the Teacher's Manual (English or Spanish) and will review in the other language (Spanish or English). The teacher will make notations in her Teacher's Manual of any vocabulary or pattern difficulty which her students encounter, and her solution or suggestion for improvement. She will also note any instances where the concepts presented in the lesson were not understood or were misunderstood because of language difficulties.
Present Status: The units presented in English are grouped in series of three units followed by a review unit in Spanish (See Instruction, Product). There are no review units in English following the units presented in Spanish. Instead, activities presented in Spanish are discussed the next day in English as a part of sharing time for the ESL program. The teachers have generally preferred either to comment on the units directly to the supervisors or to write comments in her weekly teacher commentary.

(c) Objective 3: The teacher will note in her Teacher's Manual any instances in which the concepts to be taught or the methods of Presenting the lesson were unclear, too brief, or otherwise inappropriate.
Present Status: The Teacher's Manual is not a booklet unto itself, but is an integral part of each unit. Teachers note difficulties and either inform the profect supervisor during her weekly visit, or make a written note on the weekly teacher commentary. Teacher commentaries and supervisor reports are on file with the Coordinator for Teacher Training.

(d) Objective 4: The supervisor will transfer all notations from each Teacher's Manual to her supervisor's report and will bring the notations to the attention of the professional staff at the weekly meeting or at an interim meeting called for that purpose.
Present Status: The teachers have generally preferred to make their comments on the weekly commentaries they submit or to report their comments directly to the project supervisor. The Coordinator for Teacher Training reads both the teacher commentaries and the supervisor's reports and then reports the teacher comments to the project director.

(e) Objective 5: All test questions will be analyzed to determine if the source of error was in the format, phraseology, artwork, or other component of the original materials, language difficulties, or child's inability to cope with the concepts presented.
Present Status: The interim tests (All About Me, and Speaking of Families) developed by the Southwest Educational Development Laboratory have been given in both English and Spanish. These tests were subjected to individual item analysis and found to be ambiguous (more than one answer could be considered correct on several items) and of questionable validity (questions did not measure the concept they were supposed to measure). Surprisingly, there was little difference between the scores on English and Spanish versions of the test. The reports are on file with the program evaluator.

(3) Development of Materials (Product)

(a) Objective: Four social education units in Spanish will be written by the Region One staff. In addition, supplemental material will be developed to adapt the materials developed by the Southwest Educational Development Laboratory.
Present Status: All units have been completed. All supplementary materials (wigs, clothing, props, etc.) required by the units developed by the Southwest Educational Development Laboratory have been furnished to the teachers.

(4) Development of Materials (Process)

(a) Objective 1: The project director and the program consultant will make decisions concerning the content of the four social education units to be developed in Spanish. The Region One staff

(a) Objective 1: (Continued)

will write the units and prepare supplementary materials kits to accompany the units. Teachers will make notations of any problem areas, lack of clarity or errors in units, or lack of materials in their Teacher's Manuals.
Present Status: The topics contained in the social education units developed by project staff were selected by the project director and staff after discussions with parents groups, teachers, and other professional staff within Region One. The staff has completed writing all four units (See Development of Materials, Product, Objective 1). Teacher feedback comes from the teacher's weekly commentaries and the supervisor reports.

(b) Objective 2: A Teacher's Manual will be developed to outline the methodology, and the instructional sequence to be used in each unit. Teachers will make notations concerning the clarity and adequacy of the Teacher's Manual.
Present Status: The Teacher's Manual is not a separate booklet, but is an integral part of each printed unit. Instructions for presenting the lessons together with suggestions for supplementary activities, materials needed, and examples of dialogue to be used in the lessons are contained in each unit. Teacher comments are obtained from supervisor reports and the teacher's weekly commentaries.

(c) Objective 3: The supervisor will review the Teacher's Manual during each visit and transfer all teacher notations to her supervisor's report. The notations will be brought to the attention of the professional staff either at the regular weekly meeting or at an interim meeting called for the purpose.
Present Status: The teachers have generally preferred not to write comments in the Teacher's Manual. See Objective 2 above for a description of the modified teacher reporting procedures.

(5) Staff Development (Product)

(a) Objective: Teachers will use the Multicultural Social Education Materials (i.e. written units, supplementary materials, interim tests, etc.) according to the methodology set forth in the Teacher's Manual. The criterion measure will be the supervisor's professional judgment.
Present Status: All teachers participating in the Multicultural Social Education program received training in techniques to be used in teaching the social education units during a workshop in August 1970. In addition, instructions for presenting the lessons are contained in each unit. Supervisors observe the teacher, note any discrepancies between the methodology indicated in the unit and the teacher's methods and describe any corrective actions on their Supervisor Reports. No formal rating of teachers was attempted (See English as a Second Language, Staff Development, Product, Objective 1, for problems encountered in rating teachers.).

(6) Staff Development (Process)

(a) Objective 1: The teachers participating in the Multicultural Social Education program will receive inservice training in teaching methodology and the use of social education materials both by the Region One staff and members of the Southwest educational Development Laboratory.
Present Status: All teachers participating in the Multicultural Social Education program attended a workshop in August 1970. During the workshop they received training by personnel from the Southwest Educational Development Laboratory and the Bilingual Project staff. Five teachers from one school attended only the first day of the workshop. The project staff worked with them during September to help compensate for the portions of the workshop that they missed.

(b) Objective 2: Each teacher will be visited at least once a week by a Region One supervisor. The supervisor will observe the lesson and note whether the teacher is generally following the manual. The supervisor will confer with the teacher after the lesson and assist as her professional judgment dictates. The supervisor will include these actions in her supervisor's report.
Present Status: Each teacher has been visited weekly in most instances and at least bi-weekly (see Program Management, Staff Development - Product for a description of personnel problems within the project staff). Supervisor's Reports for each visit reflect any actions taken by the supervisor to assist the teacher. All Supervisor's Reports are on file with the Coordinator for Teacher Training.

b. An analysis of the successes and failures in meeting performance objectives.

A first year Multicultural Social Education program was developed and pilot tested during the 1970-71 school year. Seventeen of the twenty classrooms participating in the Social Education Program completed the total sequence of units during the school year.

Teachers participating in the program received training by project staff and by personnel from the Southwest Educational Development Laboratory in Austin, Texas. However, no direct objective rating of teachers was attempted. The project director decided that the continuity of the program was more important than a direct rating of each teacher. Indirect procedures for monitoring the classrooms have provided feedback to the project without interferring with the working relationship between the teachers and the project staff.

It has not always been possible for the primary supervisors to visit each classroom weekly because of unexpected staff attrition. Consequently, the teacher weekly commentary has been introduced as another source of feedback from the teachers. This reporting technique has proved to be extremely valuable and may be retained next year as an additional information source.

c. Modification of Long Range Objectives

The social education course will be continued through second grade and possibly third grade. The Spanish portion of the course provides the children with opportunities to bring elements of their culture into the classroom. We anticipate that the activities will expand into regional and national history by the end of the project.

d. Modifications or Refinements of the Program

No modifications of the second year's work is anticipated for the third year.

e. General Assessment

Student demand for the Spanish social education lessons is evident in most classrooms. Their role-playing in simulated baptisms, weddings, and funerals (following the life cycle of an individual) has generated a great deal of language activity in Spanish. An unexpected dividend, however, is the English usage that results the following day at "Sharing Time." All of the pupils' involvement in the social education lessons is related to the teacher in English and is written on the chart in the children's second language. This source of enriching experiences had not been anticipated.

The parent committees were unanimous in their support of these activities and their judgment has proved to be correct.